BUILDING A 21ST CENTURY PERSONALIZED PROFESSIONAL DEVELOPMENT SCHOOL COMMUNITY

by
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Abstract

21st century education includes collaboration, critical thinking, digital literacy, and problem-solving as the foundational skills that all learners need to thrive in today's world. Personalization has emerged as one tool to support the application of a self-directed and goal-focused approach throughout the learning process. Therefore, it seems appropriate to apply these same concepts when designing and implementing professional development for teachers. Constructivism, social constructivism, social cognitive theory, and andragogy are theories that support this view. This project explored the degree to which personalized professional development contributed to an increase in teacher effectiveness as measured by the Baltimore City Schools' Instructional Rubric. Using a mixed methods project design, teachers at Henderson-Hopkins participated in a personalized professional development project aligned to their self-selected goals, interests of study, and presentation preferences. Based on teacher reports, results demonstrated value in engaging in goal-setting, personalized PD activities, and collaborating with and learning from their peers. Results also indicated the need for further study to corroborate the relationship between personalization, professional development, and student achievement outcomes.

Keywords: 21st century professional development, personalization, andragogy

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Preface

My life is a living testimony that nothing is impossible with God. Thank you God for leading and loving me through it all.

I dedicate this dissertation project to all the students, teachers, mentors, and coaches that I have worked with throughout my life. My experiences with each of you have taught me that learning is at the heart of transformative leadership.

This dissertation would not be possible without the guidance, input, and support of many. First, I owe a tremendous debt of gratitude to my Committee Chair and Advisor, Dr. David Andrews. You were an incredible advisor, and I am so grateful to have had your support, guidance, and expertise throughout this project. Second, thank you to Dr. Mary Ellen Beaty-O'Ferrall and Dr. Eric Rice for agreeing to serve on my committee and providing insightful guidance and support throughout my graduate school journey and career as a teacher and principal. Special thanks are also in order for Emily Faxon and Lisa Austin for your help in navigating the technical components of this project—you all were lifesavers!

I was very fortunate to work directly within the context of my problem of practice as a school leader striving to build a 21st century learning community at Henderson-Hopkins. Over the course of this project, my research has strengthened my belief that cultivating learner-centered experiences for both students and adults is key to advancing educational outcomes for all. I appreciate the teachers and staff at Henderson-Hopkins for trusting me as principal during the launch this project. I am tremendously grateful to have shared this extraordinary journey with you all.

I am so blessed to have a supportive community of family and friends from California to Kentucky, from Baltimore to Malibu, and everywhere in between. You all have been incredibly encouraging of me pursuing my dreams, and I appreciate each of you tremendously. To Mommy—your encouragement to find my purpose in life has given me the confidence to be all of who I am today. Thank you for always being my team captain and cheerleader. I am who I am because of you. To Daddy—our relationship shows the world that true love never fails. Thank you for teaching me that it is never too late to try again. To TJ—Out of all the things that I have done in my life, I am most proud of being your mommy. And, finally, to Timothy—for better or worse, in sickness and in health, for richer or poorer, we will never part because our love will last forever. Thank you for being my best friend, my most trusted coach, and the love of my life.

Table of Contents

List of Tables

List of Figures

Chapter 1: Understanding the POP

Background and Context of POP

Ever since the publication of the "A Nation at Risk" report (National Commission on Excellence in Education, 1983) over thirty years ago, there has been mounting concern regarding the degree to which students in the United States are academically competitive compared to students in other developed countries. This report launched a series of reform efforts aimed at addressing student achievement. The 2001 passage of the No Child Left Behind Act (NCLB) (P.L. 107-110) was one such effort to require state, school districts, and individual schools to focus their resources on closing the achievement gap so that "low-income households, students of color, and students whose native language is not English" (NCLB, 2002, p. 2) could have access to a quality instructional experience that would, in turn, generate high student achievement outcomes. While NCLB attempted to standardized educational practices, there has been scant evidence that it was successful in bolstering student achievement among sub-groups of the U.S. student population (Dede, 2010). Moreover, the 2012 administration of the Program for International Student Assessment (PISA), which measured reading ability, math and science literacy, and other core skills among 15-year-olds in dozens of developed and developing countries, placed the U.S. at 35th out of 64 countries in math and 27th in science (Turner, 2016).

Within the current education reform movement, there has been a tremendous focus on the link between achievement and accountability to ensure that all students are college and career ready. By replacing the widely criticized NCLB with the Every Student Succeeds Act (ESSA) (P.L. 114-95), the Obama administration focused the nation's

education goals for 2020 on both ensuring that every student is college and career ready and closing the achievement gap for low-income and minority students (Carroll, Fulton, & Doerr, 2010). One of the hallmarks of ESSA is the Common Core State Standards (CCSS), a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These standards summarize what a student should know and can do at the end of each grade and were created to ensure that all students graduate from high school "with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live" (About the Standards, 2016). Even though the expressed intent behind the ESSA is to also ensure that "no child is left behind," a large gap still exists between the academic achievement between white students and students of color (Carroll, Fulton, & Doerr, 2010) as measured by the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC is aligned directly to the CCSS, and the results of the PARCC test since its initial administration during the 2014-2015 school year have been met with overwhelming concern and criticism (Shanahan, 2014; Frye, 2015; Croft, Roberts, & Stenhouse, 2016). The challenges inherent in the public perception of both PARCC and the CCSS have caused parents, educators, and politicians alike to question whether the current education policy and reform efforts are truly helping to meet the needs of all learners.

Even though there are a myriad of challenges in closing the achievement gap (Paige & Witty, 2009), there is growing evidence that suggests that "the more years that students work with effective teachers, the higher their measured achievement" (Kaplan & Owings, 2004, p. 1). Research confirms that teacher and teaching quality are among the most powerful predictors of student success (Darling-Hammond, 2000; Rice, 2003; Wong,

2004; Goe, 2007), and decades of findings confirm the strong correlation between teacher quality and effectiveness and student learning and achievement (Darling-Hammond, 2000; Wenglinsky, 2002; Rockoff, 2004; Goe, 2007; Heck, 2007). The seminal report, "What Matters Most: Teaching for America's Future" (Darling-Hammond, 1996), listed teaching as the core of its blueprint for reforming the nation's schools. The "three simple premises" to support this assertion are:

- What teachers know and can perform has a significant influenced on what students learn in school (Darling-Hammond, 1996).
- Recruiting, preparing, and retaining effective teachers is the fundamental strategy for improving schools (Darling-Hammond, 1996).
- School reform will not succeed unless it focuses on producing the conditions under which teachers can teach and teach well (Darling-Hammond, 1996).

There is mounting evidence of the need to critically re-examine the current instructional landscape to focus more on teacher development and support to bolster student achievement gains (Phillips, 2014). To that end, many stakeholders have argued that ongoing professional learning and development should be the primary focus of current reform efforts (Forum on Educational Accountability, 2010; Johnson, 2011).

Professional development (PD), as defined by the National Staff Development Council (2001), is "a lifelong collaborative learning process that nourishes the growth of individuals, teams, and the school through a daily job-embedded, learner-centered, focused approach" (DuFour, Eaker, & DuFour, 2006, p. 217). Interchangeable terms recognized by the educational community for PD include "in-service," "training," "professional learning," or "continuing education" (Darling-Hammond, 1998; Mizell,

2010). Regardless of the name, the intent of PD is to let teachers experience ongoing development in instructional skills and knowledge (DuFour & Eaker, 2006; Trehearn, 2010). Traditional PD sessions are typically delivered through a series of one-time workshops, but these workshops have scant evidence of changing teacher practice and improving student learning outcomes (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Even though one of the primary purposes of PD is to support teacher learning and growth, Mertler (2008) contended that traditional PD sessions were "a gathering of teachers, usually after a long day of teaching or on a packed workshop day, who sit and listen to an expert describe a new methodology, approach, or instructional material that they typically do not believe relates directly to their classroom situations or teaching styles" (p. 15). Mertler's (2008) description of PD is close to what many educators have experienced, for presentation or lecture-style workshops that disseminate a great deal of information within an extremely short time frame typically leave little opportunity for teachers to apply their learning and develop their skills (McLeskey & Waldron, 2002; Rebora, 2008, Lee, 2013). Hence, the real challenge that the educational community faces is in creating learning experiences for teachers to develop their practice so that they, in turn, can help students meet student achievement outcomes. This lack of investment in improving the quality of teacher PD so that the experience meets the individual needs of the adult learner may hurt student growth and achievement (Kroeger, Blaser, Raack, Cooper, & Kinder, 2000).

Problem of Practice

Elmer A. Henderson: A Johns Hopkins Partnership School (also known as Henderson-Hopkins) is an urban K-8 charter/contract school located in Baltimore,

Maryland. The vision of Henderson-Hopkins is to pursue the most contemporary, effective approaches to meeting the needs of students, their families, and the community (Henderson-Hopkins Fact Sheet, 2012). The school takes an intergraded approach to developing each student, one that focuses on the overall health of the child. Using a goal-focused process, the school promotes learner-agency and family and community involvement supported by a comprehensive set of wrap-around support services (Henderson-Hopkins Fact Sheet, 2012). By emphasizing physical and social development as well as academic growth and achievement, Henderson-Hopkins is fully committed to making sure that all children are fully prepared to transition successfully from elementary/middle school into the secondary and post-secondary pathway of their choice.

Embedded in the instructional philosophy of Henderson-Hopkins is the commitment that educators will provide all learners with a 21st century educational experience, one that uses evidenced-based, learner-centered personalized practices to produce high student achievement. At Henderson-Hopkins, there are several programs and initiatives designed to personalize the learning experience for students. However, the one-size-fits-all model of PD for teachers currently in place is antithetical to the personalized model of education that undergirds the school's vision. Great teachers matter and teachers can improve their practice through effective professional development learning opportunities based on their strengths and needs for improvement. Because the 21st century has emerged as an era where learner-centered, personalization is possible and emerging for K-12 students, it seems appropriate to apply the same principles of personalized, learner-centered commitments when delivering PD to

teachers. Therefore, the purpose of this research project is to implement and evaluate a 21st century personalized PD framework for Henderson-Hopkins teachers. Building upon the research and best practices regarding both young and adult learners, this project intended to use learner-centered instructional approaches to increase teacher effectiveness as measured by the indicators outlined in the Baltimore City Schools Instructional Rubric.

Theoretical Framework

Theories regarding constructivism, social constructivism, social cognitive theory, and andragogy are the conceptual foundation of this research project. These theories provided the multidisciplinary framework to support this project from development to implementation.

Constructivism. Constructivism is an educational theory that traces its origins from the fields of philosophy, psychology, and biology. This perspective postulates that learning is an active, contextualized process of building knowledge based on several interconnected factors, including the learners' personal experience, prior knowledge, and environment. Both constructivism and social constructivism have had a major impact on contemporary instructional delivery, curriculum design, and educational pedagogy as educators seek more effective methods to facilitate the learning process. In the influential report "Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from an Instructional Design Perspective," researchers Peggy Ertmer and Timothy Newby explain that the priority placed on the dynamic interplay of the learner's mind and his or her interactions with his or her environment is key to the constructivist perspective since knowledge is not acquired, but developed on an ongoing basis as "there is not an

objective reality that learners strive to know" (Ertmer & Newby, 1993, p.63) . Thus, the learner's memory is constantly changing and adapting as he or she engages in new situations and experiences. For a transfer to occur, constructivists argue that learning must take place in such a way that the context forms a fixed relationship with the knowledge rooted in it (Bednar, Cunningham, Duffy, & Perry., 1992). Therefore, learners play an active role in the learning process, as they are "encouraged to construct their understandings and then to validate, through social interaction, these new perspectives" (Ertmer& Newby, 1993, p.65). Constructivist theories linked to individuals such as Piaget (1924) and Montessori (1967) also emphasize "learning by doing" (also known as project-based learning), where learners work in teams to explore real-world problems and create presentations to share their learning. Within the PD context, constructivist theories support holistic, job-embedded learning opportunities that are tailored to the strengths and needs of each teacher for his or her personal understanding or knowledge to develop.

Social Constructivism. The social constructivist perspective applies a multi-layered focus on the role that social interactions play in the learning process. Soviet psychologist Lev Vygotsky developed the theory of social constructivism. He argued that all cognitive functions are products of social interactions and that learning was not simply the acquisition of new knowledge; it was the process used by learners to join a knowledge community. Vygotsky (1978) coined the phrase "zone of proximal development" to describe the potential level of development a learner could reach through collaboration with peers and the support of a teacher as opposed to just completing tasks or solving problems independently within his or her actual level of development. Collaboration, critical thinking, curiosity, and adaptability are key tenets of

the social constructivist perspective. These tenets translate into higher-order thinking abilities, deeper learning outcomes, and complex thinking and communication proficiency, which are skills that serve as the foundation of 21st century learning for all learners. As stated by noted educational psychologist Roger Bruning, "If [social] constructivist features are taken seriously, instruction needs to be created and refined in individual classrooms, based on what teachers and students find workable. This requires giving schools a great deal of flexibility" (Sparzo, Bruning, Vargas, & Gilman, 1998). Within the context of PD, social constructivist theories support the notion that PD is not a static concept; therefore, it should facilitate opportunities for teachers to reflect critically on their practices and to build new knowledge and beliefs about pedagogy, instructional content, and delivery (Darling-Hammond & McLaughlin, 2011) in collaboration with other teachers.

Social Cognitive Theory. Social Cognitive Theory (SCT) provides the theoretical framework of applying constructivism to interactive learning and cooperative learning. In describing SCT, psychologist Albert Bandura contended that behavior was a result of the interplay of cognitive and environmental factors (Bandura & Walters, 1963). Bandura (1977) believes that humans are information processors and their learning is affected by their thoughts, beliefs about themselves, and their interpretation of their respective environment. Within SCT, people have the self-agency to influence their behavior in a purposeful, goal-directed manner (Bandura, 2001). Goals exemplify the agency view within SCT as evidence that people not only learn, but they use planning to visualize the future, identify outcomes, and creäte plans of action (Zimmerman, Boekarts, Pintrich, & Zeidner, 2000; Schunk, 2001; Schunk, 2005). Moreover, the beliefs and attitudes that

serve to work toward goals, motivate self-regulation, and work towards continuous improvement can be obtained through modeling, imitation, and feedback (Schunk, 2001; Schunk, 2005). Feedback supports the continuous improvement component inherent in SCT by giving an external control that works with an individual's self-regulatory capacity to make modifications to their behavior (Bandura, 1986). Within the context of PD, SCT supports the need for collaboration, coaching, and opportunities to receive feedback in order for teachers to continue to make progress towards meeting their professional goals.

Andragogy. Extensive research and attention has been given to formulating best practices for students as learners (Powell & Kusuma-Powell, 2011; Costa & Kallick, 2004; Keefe & Jenkins, 2008), but literature concerning adult learning was scarce (Fogarty & Pete, 2007) until the 1973 publication of *The Adult Learner: A Neglected Series* by Malcolm Knowles. Knowles' frequently used the term "andragogy," which was coined by Kapp in 1833 and developed by Linderman in 1926 to describe "the art and science of helping adults learn" (Knowles, 1970, p. 43). Knowles believed that andragogy refers to learner-focused education in a way that is more process orientated than pedagogically based (Knowles, 1973). He supported his theory with the assumption that adults are self-directed, problem-centered learners that bring their experiences and internal motivation to their learning experiences (Knowles, 1973). Based on these theories, Knowles' (1973) synthesized his research to describe the following nine findings regarding adult learners:

1. Control their learning—Adults demand choice (Fogartry & Pete, 2007). They want to decide what, where, when, and how they will learn based on the range of

options they have with regards to the topic, location, time frame, and mode of instructional delivery (Knowles, 1973).

2. Immediate utility—Adults are pragmatic, and not only want to use what they have learned but want to know how quickly they will be able to apply what they have learned into meaningful practice (Fogartry & Pete, 2007).
3. Focus on issues that concern them—Adults are goal focused learners that look for the personal connections between what they are learning. Therefore, they are known to ask extremely focused questions that may only be relevant to their individual context (Fogartry & Pete, 2007). Making these personal connections helps the adult learner construct meaning with what they are learning (Fogartry & Pete, 2007),
4. Test their learning as they go—Adults prefer learning that is specific; they prefer a scaffolded process that has constant feedback and small victories along the way as opposed to overly general or superficial information (Fogartry & Pete, 2007). As Fogarty and Pete say, "[adults] want to know they know, before they get too far along" (2007, p. 18).
5. Anticipate how they will use their learning— Application of their learning is a top priority for adult learners. They want to use their new learning as soon as they obtain new knowledge. In the specific case of teachers, they expect to transfer their professional learning to their classroom in a purposeful way (Fogartry & Pete, 2007).
6. Expect performance improvement—There is an implied assumption that adults are motivated learners (Knowles, 1973). Because adults value choice in their

learning process (Knowles, 1970), they become invested in their progress and growth because of their participation (Knowles, 1970). Consequently, noticeable improvements are not made, adults are more apt to assign fault or blame to the instructor (Fogartry & Pete, 2007), as the expectation of adult learners is that they will meet their goals as result of the work and effort they invest into their learning.

7. Maximize available resources—Adult learners bring a "generosity of spirit and wealth of real-world expertise" (Fogarty & Pete, 2007, p. 20) and want to share resources with others. Since adults are social learners, they want to collaborate and share throughout the learning process (Knowles, 1973).
8. Require collaborative, respectful, mutual, and informal climate—Because adults value collaboration (Knowles, 1970), they appreciate the freedom of transparent expression found in informal and unstructured learning environments, if there is a shared agreement of providing mutual respect among all participants (Fogartry & Pete, 2007).
9. Rely on information that is appropriate and developmentally paced—Adult learners are aware of what they do not know (Knowles, 1973), and are more metacognitive about their learning (Imel, 2002). Therefore, adults pace themselves based on their intellectual understanding of where they stand within the process of learning a new skill or concept (Fogartry & Pete, 2007).

Contemporary research supports several findings regarding adult learners that should be considered as well. Additional research on the adult learner (Zemke & Zemke, 1995) recognized that while adults are pragmatic, and self-directed in their approach to learning,

they may allow their learning to take the backseat to their family and work obligations. Even though they prefer problem-solving and real-world application of their learning, adults are reluctant to use new ideas, skills, and concepts until they have reassurance that these new materials are comparable or better than their "tried and true" practices (Zemke & Zemke, 1995). With regards to PD, their research supports the view that adult learners work best within a dynamic, collaborative framework as opposed to static, "sit and get" instructional approaches (Fogarty & Pete, 2007).

Theory of Change

The theory of change for this research project makes several assumptions regarding the vision of Henderson-Hopkins, the responsibilities of school leadership, and the roles that teachers play in the change process. As stated throughout several longitudinal research reports, successful public schools are among the most important institutions in creating and maintaining successful communities (Gold, Simon, & Brown, 2002; Lopez, 2003; Blank, Jacobson, & Melaville., 2012). As the initiator of the change process, the school leader has the primary responsibility to maintain a positive and productive school culture and climate that supports optimal student and teacher growth (Riley, 2013). Teacher actions drive the change effort, as their work in the classroom has a direct impact on student growth and achievement (Minnici, 2014; Radoslovich, Roberts, & Plaza, 2014; Strambler, & McKown, 2013). In the education field, a common refrain is effective teachers are made, not born (Pinsky, Monson, & Irby, 1998). To support their growth and development, research suggests that teachers should participate in ongoing learning experiences that are tailored to their individual needs (MacPhail, Patton, Parker, & Tannehill, 2014; Tam, 2015). This type of job-embedded PD has been

shown to have a positive effect on improving teacher effectiveness (West, 2002; Croft, Coggshall, Dolan, & Powers, 2010; Archibald, Coggshall, Croft, & Goe, 2011) and student achievement (Joyce & Showers, 2002; Goddard, Goddard, & Tschannen-Moran, 2007; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). The principal has the primary responsibility to design and support the implementation of PD experiences that are aligned to district and school-wide goals and specific needs for staff growth and improvement (Copland, 2003; Cardno, 2005). Therefore, the principal of the school defined the purpose of this project to integrate the theoretical concepts of constructivism, social constructivism, SCT, and andragogy to create and implement personalized PD for a group of elementary and middle school teachers with the anticipation that this experience would yield higher levels of effectiveness as measured by the Teach domain of the Baltimore City Schools' Instructional Rubric.

Chapter 2: Empirical Examination of the Factor and Underlying Causes

As discussed in Chapter 1, there is a need for a fundamental shift in the educational reform movement in PD programming for teachers, as PD has emerged as one of the strongest links between the design and implementation of educational improvements and the ultimate success of change efforts in schools (Garet, Porter, Desimone, Birman, & Yoon, 2001; Fishman, Marx, Best, & Tal, 2003; Darling-Hammond & McLaughlin, 2011). There is a common acknowledgment that the teaching profession is at the center of reform, for teachers are primarily responsible for carrying out the demands of high standards in the classroom (Cuban, 1990). The essential elements of transformation in education—high standards, curriculum frameworks, and new approaches to assessment aligned to those standards—have generated new expectations for teachers' classroom behaviors (Feiman-Nemser, 2001; Fishman, Marx, Best, & Tal, 2003). Moreover, the evaluation of teacher effectiveness based on student test scores and classroom observations, which had also been touted by major stakeholders as a high priority, is another mechanism to accelerate instructional improvement (Feiman-Nemser, 2001; Fishman, Marx, Best, & Tal, 2003). However, to have the effect on student achievement that reformers intend, research has indicated that teacher evaluation needs to be coupled with insightful feedback about teacher performance that leads to a strategic set of professional learning activities to help educators improve their professional practice (Feiman-Nemser, 2001; Fishman, Marx, Best, & Tal, 2003).

Changing both the curriculum and pedagogy of PD will require new policies that foster new structures and institutional arrangements for teaching learning. Though the framework of a new archetype for PD is emerging, developing concrete examples of

policies and practices that model "top-down support for bottom-up reform" have only just begun (Darling-Hammond & McLaughlin, 2011). Moreover, teacher complaints about PD have been well documented and most often mention the following issues:

- It is detached from the routine teaching practices (Osterman & Kottkamp, 2004)
- It is too generic in relation to the curriculum or the specific instructional challenges teachers face (Loucks-Horsley, Stiles, Mundry, & Hewson, 2009)
- It is implemented as a single event or led by an external "expert" who leads a workshop and never returns to the school (DeMonte, 2013)

The traditional "sit and get" model of PD for teachers currently in place is not in alignment with the 21st century vision of education that supports a more personalized, learner-focused approach to education for learners of all ages. To enact change in PD programming, there needs to be an assessment of current practices and policies to determine to what degree they are compatible with the vision of professional learning "as a lifelong, inquiry-based, and collegial activity" (Pitsoe & Maila, 2012, p. 323). Applying the key principles of andragogy is key to moving PD from a series of passive, disconnected events to an interactive, job-embedded learning experience. To develop a strategy to address this problem of practice, a needs assessment was employed. This information was necessary to design and implement a project to implement and evaluate a 21st century personalized PD framework for Henderson-Hopkins teachers that uses learner-centered instructional approaches to increase teacher effectiveness as measured by the indicators outlined in the Baltimore City Schools' Instructional Rubric.

Context of Project

Henderson-Hopkins is a public, charter/contract school located in Baltimore, Maryland. As a public school in Maryland, all teachers are unionized employees that are evaluated using the district's evaluation system. Baltimore City Public Schools (City Schools) is the fourth-largest school district in Maryland, with 182 schools, 84,730 students, and 5,271 teachers (U.S. Department of Education, 2015). Driven by policy changes enacted under ESEA, City Schools recognized the need to ensure that all stakeholders had a common understanding of the instructional expectations that would lead to an increase in student achievement (Insight Education Group, n.d.). At that time, the existing teacher evaluation framework was the Performance-Based Evaluation System (PBES). PBES began in 2003, and it was designed to inform personnel decisions such as retention, transfer, tenure, promotion, demotion, and dismissal of teachers. It was also used to identify the need for PD that supported effective instruction, monitored and assisted teachers in need of improvement, and recognized outstanding teacher performance (Performance-Based Evaluation Handbook, 2003). Under the PBES model, teachers were formally observed delivering classroom instruction in the fall and spring of each year, and received a rating of "unsatisfactory," "satisfactory," or "proficient" based on their rubric scores within the following domains: Planning and Preparation, The Learning Environment, Instruction/Instructional Support, and Professional Responsibilities. President Obama's American Recovery and Reinvestment Act (ARRA) of 2009 initiated teacher evaluation policy changes across the country (Nowicki, 2015). Under ARRA, states were eligible to apply for Race to the Top funding from the US Department of Education to support and reward innovation and reforms in local and state

K-12 education (Nowicki, 2015). Maryland's application and receipt of Race to the Top grant funding required a change in the teacher evaluation policy for each district in the state (U.S. Department of Education, n.d.). To meet the terms and conditions of Maryland's Race to the Top grant funding, the City Schools' Instructional Framework and Rubric was developed. The purpose of the Instructional Framework and Rubric is "to create a common language about what constitutes excellent teaching and how it looks, provide guidance in designing and implementing quality instruction for each student, ensure an alignment of school resources, priorities and teacher supports, and elevate the work of the CCSS and the City Schools' academic priorities of rigor, engagement and intervention" (Supporting Quality Teaching: Overview of the Instructional Framework and Rubric, 2011). Moreover, the intent of the Instructional Framework and Rubric was to develop a more structured system of defining expectations and measuring effectiveness for teachers, with the expectation that this approach would lead to common practices concerning classroom observations and feedback conversations, coaching and data analysis, and PD (Insight Education Group, n.d.) within the Plan, Teach, and Reflect & Adjust domains of the Instructional Framework and Rubric. Figure 1 displays the Instructional Framework.

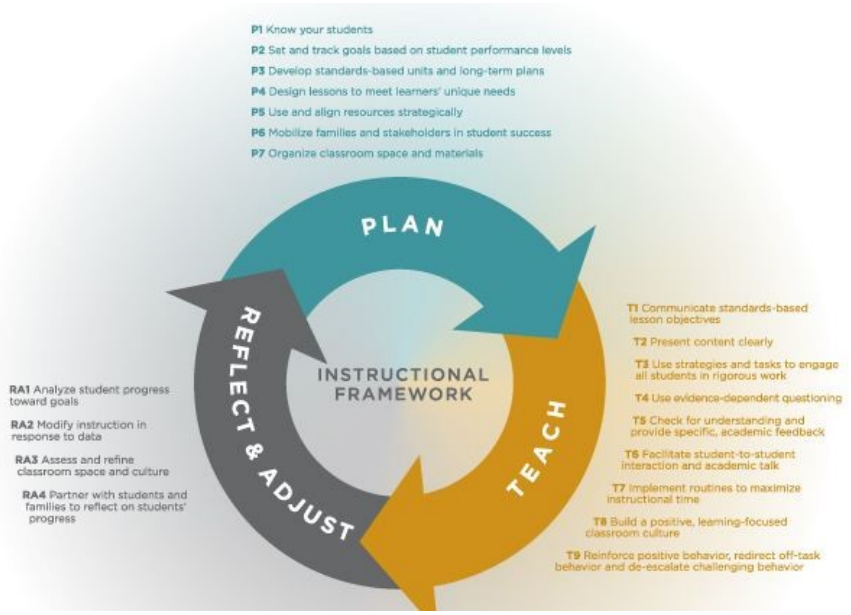


Figure 1: City Schools' Instructional Framework

The City Schools' Instructional Framework, Rubric, and evaluation procedures were modeled after The Framework for Teaching, created by Charlotte Danielson. Referred to as the Danielson framework, this teacher evaluation system categorizes key actions of a teacher's practice that have been documented through both empirical studies and theoretical research as promoting improved student performance (Danielson, 2011). In November 2010, City Schools' teachers ratified a new contract that changed how City Schools' teachers are evaluated and compensated for their effectiveness increasing student achievement gains (Measuring Effectiveness: City Schools' Teacher Effectiveness Evaluation, n.d.) using the City Schools' Instructional Rubric as the key lever to drive, articulate, and assess teacher effectiveness. Using the Instructional Framework model, teachers are now formally observed delivering classroom instruction in the fall and spring of each year, and receive a rating of "ineffective", "developing", "effective" or "highly effective" based on their rubric scores within the Teach category (Measuring Effectiveness: City Schools' Teacher Effectiveness Evaluation, n.d.).

Figure 2 displays a diagram of the Instructional Rubric.

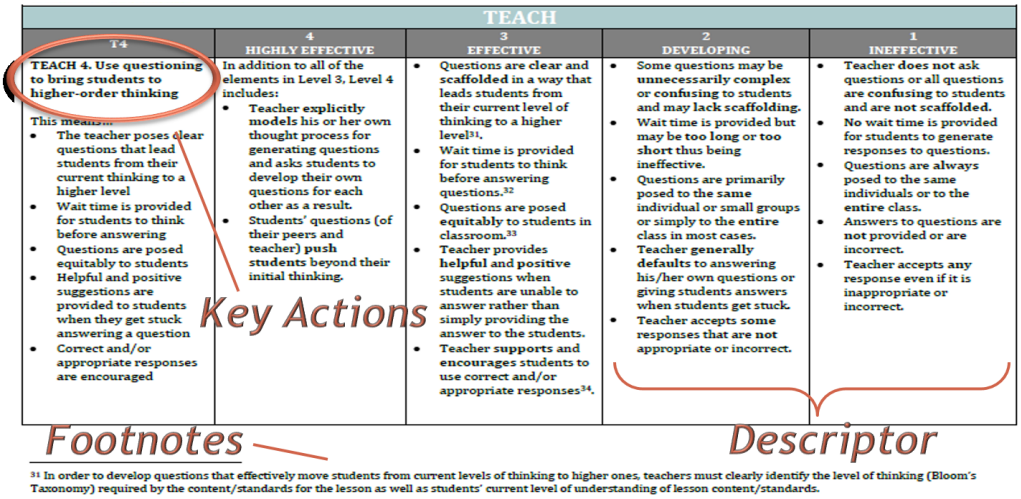


Figure 2: City Schools' Instructional Rubric Diagram

The City Schools' Instructional Rubric was introduced to City Schools' staff in phases. In the 2011-2012 school year, eight schools and 300 teachers were involved in the evaluation pilot of 4 components under the Teach domain of the Instructional Rubric. For the 2012-2013 school year, all schools and all classroom teachers were involved in the evaluation field test of five components under the Teach domain of the Instructional Framework and Rubric. Throughout this process, all school leaders participated in extensive training and PD in using the Instructional Rubric tool, norming expectations regarding classroom observations, and facilitating feedback and post-observation conversations with teachers. No stakes were formally attached to the implementation of the Instructional Framework and Rubric during the pilot and field test. Based on the 2012-2013 evaluation field test, 10 % of observed teachers were rated ineffective under the new system, about 10 % of the city's teachers were rated highly effective, and the remaining 80 % fell into the effective (Measuring Effectiveness: City Schools' Teacher Effectiveness Evaluation, n.d.).

The Instructional Rubric was revised in 2014 (see Appendix A for the City Schools' Instructional Rubric 2.0) to incorporate the CCSS instructional shifts as well as teacher and school leader feedback so that full implementation could occur during the 2013-2014 school year. Formal observations must be conducted for all teachers twice a year by the processes and timelines mandated by COMAR 13A.07.04.02A. Under state law, a qualified observer must hold the Administrator I or Administrator II endorsement, granted by the Maryland State Department of Education. For formal observations, City Schools also requires qualified observers to go through a certification process in which they are assessed by viewing various videos of classroom teaching practice and rate

teachers practice according to the preponderance of evidence demonstrated to support the rating in each key action of the Teach domain of the Instructional Rubric. All components of the Teach domain were used in the both the fall and spring formal observation process of teachers, and their ratings were counted as 35% of their annual evaluation (Measuring Effectiveness: City Schools' Teacher Effectiveness Evaluation, n.d.).

One of the biggest differences between the use of PBES and the Instructional Rubric was that PBES was general and not designed to inform professional development, whereas the Instructional Rubric is more focused on specific teacher behaviors and identifies multiple sources of evidence to inform strengths and areas of improvement. Some of these methods to support teacher development that are included in the Instructional Rubric include:

- PD aligned to instructional needs
- Professional learning communities
- Mentoring/Coaching
- Observation and feedback from supervisor or coach
- Self-reflection and assessment (Danielson, 2011)

Teachers are expected to use the Instructional Rubric to plan, teach, reflect on and adjust their practice, and drive PD conversations with their colleagues. School leaders are expected to use the Instructional Rubric to observe practices of planning, teaching, reflecting and adjusting at the school, and provide meaningful feedback to teachers on an ongoing basis. The long-term goal of the implementation of the Instructional Rubric is to support the alignment of professional learning and evaluation systems to the Instructional

Framework and Rubric to increase inter-rater reliability in observing and evaluating teacher instruction through a framework for school-level collaboration (Measuring Effectiveness: City Schools' Teacher Effectiveness Evaluation, n.d.).

The Instructional Rubric also plays a major role in the compensation framework for City Schools' teachers. Under the old contract, regardless of their PBES rating, teachers received annual step increases for every year of employment. The new contract for BTU professionals outlines a new compensation framework that eliminates steps in favor of "earn as you grow" and eliminates increases based on advanced degrees (Compensation Framework, n.d.). Instead, teachers can earn Achievement Unit (AU) credit based on their annual evaluation rating and approved PD activities and coursework. Formal observations count as 35% of a teacher's annual evaluation. A step increase occurs every 12 AUs. Below is the breakdown of AU credits and annual evaluation ratings (Compensation Framework, n.d.):

- A rating of Proficient or Highly Effective is worth 12 AUs.
- A rating of Satisfactory or Effective is worth nine AUs.
- A rating of Developing is worth three AUs.
- A rating of Unsatisfactory or Ineffective is worth zero AUs.

Statement of Purpose

The purpose of this needs assessment was to ascertain teacher perceptions regarding their initial levels of effectiveness as measured by the indicators in City Schools' Instructional Rubric and to provide an opportunity for teachers to rank their preferences regarding PD delivery before the start of personalized PD programming at Henderson-Hopkins. This information is critical to designing a personalized approach to

PD that aligns what teachers think they need to be more effective with the types of delivery that might help them improve in those areas.

Project Design

One of the essential features of Henderson-Hopkins is the emphasis on providing personalized learning experiences for students. Applying the principles of personalized learning to PD at Henderson-Hopkins is consistent with the overall model of the school and the district. To begin this project, teachers were asked to complete the Teaching Pre-Self-Assessment to reflect and evaluate on their professional practice. This self-assessment was modeled directly after the Instructional Rubric.

Participants

All K-8 teachers at Henderson-Hopkins were invited to complete the self-assessment on September 30, 2015 during a weekly PD session. All participants are employed as full-time teachers at Henderson-Hopkins.

Measures and Implementation

Variables. The nine variables in the Teach Pre Self-Assessment were derived directly from the City Schools' Instructional Rubric (see Table 1). The variables are the specific key actions that are measured in the Teach domain. Teachers were asked to rate their current professional practice based on the descriptors in the "effective" and "highly effective" category of each key action using the following Likert scale:

1. Ineffective– I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.

2. Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.

3. Effective – I do this well and notice consistent positive effects on student learning.

4. Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs

Table 1

List of Variables in the Teach Pre Self-Assessment

Variable	Description
T1Pre	T1: Communicate standards-based lesson objectives
T2Pre	T2: Present content clearly
T3Pre	T3: Use strategies and tasks to engage all students in rigorous work
T4Pre	T4: Use evidence-dependent questioning
T5Pre	T5: Check for understanding and provide specific, academic feedback
T6Pre	T6: Facilitate student-to-student interaction and academic talk
T7Pre	T7: Implement routines to maximize instructional time
T8Pre	T8: Build a positive, learning-focused classroom culture
T9Pre	T9: Reinforce positive behavior and de-escalate challenging behavior

In addition, teachers were asked to rate their preference on the presentation method that they preferred for PD (see Table 2) using the following Likert scale:

1. Not preferred

2. Somewhat not preferred

3. No opinion

4. Preferred

5. Highly preferred

Table 2

List of Variables Regarding Preferences for PD Presentation Methods

Variable	Description
AR	Action Research
BS	Book study
Coach	Coaching/Mentoring
CPW	Collaborative planning workgroup
Conf	Conference
IW	Interactive workshop
LP	Large group workshop
Lec	Lecture
LS PLC	Professional Learning Community—Lesson Study
LSW PLC	Professional Learning Community—Learning from student work
POP PLC	Professional Learning Community—Problem of Practice
SPD	Small group workshop
VS	Video Study
Web	Webinar

Finally, there were two optional short-answer questions included as well to capture anecdotal qualitative data.

1. How has PD at Henderson-Hopkins regarding instructional delivery worked in the past?
2. To what degree has PD programming at Henderson-Hopkins helped you teach effectively?

Validity and Reliability. The statements that teachers responded to in the Teaching Pre Self-Assessment were derived directly from the descriptor statements listed under the effective and highly effective categories of the nine key actions within the Teach domain of the City Schools' Instructional Rubric. The Instructional Rubric was constructed for use by qualified observers to conduct formal observations of teachers for evaluation purposes. A multi-step design process was conducted by City Schools' Office of Teaching and Learning to ensure a high level of validity and reliability for all statements

in the Rubric. The Instructional Rubric was then approved for use by the Baltimore Teachers Union and City Schools' Board of School Commissioners.

The qualitative questions were adapted from the *Teacher Professional Development Evaluation Guide* developed by the Maryland State Department of Education (Haslam, 2010). To meet reasonable standards for validity, these questions were chosen to collect specific data regarding teachers' prior experience with PD programming at Henderson-Hopkins.

To avoid bias, individual names and identifying information were replaced with numerical identifiers so that the principal could not infer any connections between the teachers and the data collected from them.

Procedures

In September 2015, Henderson-Hopkins teachers completed the Teaching Pre Self-Assessment (see Appendix B for the Teach Pre Self-Assessment) to rate their effectiveness with regards to the descriptors listed under the nine key actions outlined in the Teach domain of the Instructional Rubric:

- T1: Communicate standards-based lesson objectives
- T2: Present content clearly
- T3: Use strategies and tasks to engage all students in rigorous work
- T4: Use evidence-dependent questioning
- T5: Check for understanding and provide specific, academic feedback
- T6: Facilitate student-to-student interaction and academic talk
- T7: Implement routines to maximize instructional time

- T8: Build a positive, learning-focused classroom culture
- T9: Reinforce positive behavior and de-escalate challenging behavior

Data Collection Methods

Staff members used laptop computers or tablets to access the Teach Pre self-assessment. Before the assessment began, teachers were reminded by the principal that their responses were confidential and that the information collected from the self-assessment would be used to develop personalized PD programming at Henderson-Hopkins.

The data was collected using Google Survey. The principal accessed Google Survey via her individual account and reviewed the corresponding data generated in Google Survey. Each respondent answered all the questions. There was no missing data.

The self-assessment took 40 minutes for teachers to complete.

Data Analysis

The principal performed a quantitative and qualitative data analysis after the self-assessment was administered. The mean, standard deviation, variance, and frequency distribution of responses were calculated. A qualitative analysis was performed for the open-ended questions. These responses were listed by individual question and emerging themes were noted. The themes were qualitatively coded as guided by the literature and a frequency score was assigned.

Quantitative Data Analysis

The quantitative results of the Teach Pre Self-Assessment showed the wide range of scores that teachers gave themselves in evaluating their effectiveness as measured by the City Schools' Instructional Rubric (see Table 3). Given, that all mean scores for all teachers surveyed were in the developing range (2.0—2.9), this measure of central tendency was not useful in understanding the various perceived needs of teachers. The frequency distributions (see Table 3) provide a much better understanding of the wide range of both needs and preferences among the teachers.

Table 3

Teach Pre Self-Assessment Ratings

Variable	Mean	Standard Deviation	Ineffective		Developing		Effective		Highly Effective		Total	
T1Pre	2.09	0.793	6	26.1%	9	39.1%	8	34.8%	0	0%	23	100%
T2Pre	2.57	0.662	0	0%	12	52.2%	9	39.1%	2	8%	23	100%
T3Pre	2.39	0.722	2	8.7%	11	47.8%	9	39.1%	1	4.3%	23	100%
T4Pre	2.65	0.832	1	4.3%	10	43.5%	8	34.8%	4	17.4%	23	100%
T5Pre	2.39	0.783	3	13%	9	39.1%	10	43.5%	1	4.3%	23	100%
T6Pre	2.09	0.668	4	17.4%	13	56.5%	6	26.1%	0	0%	23	100%
T7Pre	2.57	0.843	2	8.7%	9	39.1%	9	39.1%	3	13.1%	23	100%
T8Pre	2.7	0.703	0	0%	10	43.5%	10	43.5%	3	13%	23	100%
T9Pre	2.39	0.656	2	8.7%	10	43.5%	11	47.8%	0	0%	23	100%

Of the respondents (n=23), almost half of the teachers surveyed ranked themselves as "effective" for the following key actions:

- T9: Reinforce positive behavior and de-escalate challenging behavior (11 teachers; 47.8%)

- T5: Check for understanding and provide specific, academic feedback (10 teachers; 43.5%)

Most teachers surveyed rated themselves as "developing" for the following key actions:

- T6: Facilitate student-to-student interaction and academic talk (13 teachers; 56.5%)
- T2: Present content clearly (12 teachers; 52.2%)
- T3: Use strategies and tasks to engage all students in rigorous work (11 teachers; 47.8%)
- T4: Use evidence-dependent questioning (10 teachers; 43.5%).

There was an even distribution of ratings for both "developing" and "effective" for the following key actions:

- T8: Build a positive, learning-focused classroom culture (10 teachers; 43.5%)
- T7: Implement routines to maximize instructional time (9 teachers; 39.1%)

Less than 6 teachers rated themselves as "ineffective" in any of the nine key actions. The highest percentage of "ineffective" scores occurred in the following key actions:

- T1: Communicate standards-based lesson objectives (5 teachers; 26.1%)
- T6: Facilitate student-to-student interaction and academic talk (4 teachers; 17.4%)

Less than five teachers rated themselves as "highly effective" in any of the nine key actions. The highest percentage of "highly effective" scores occurred in the following key actions:

- T4: Use evidence-dependent questioning (4 teachers; 17.4%)

- T7: Implement routines to maximize instructional time (3 teachers; 13%)
- T8: Build a positive, learning-focused classroom culture, (3 teachers; 13%)
- T2: Present content clearly (2 teachers; 8.7%)
- T5: Check for understanding and provide specific, academic feedback (1 teacher; 4.3%)

Teachers were also asked to rate their preferences on the presentation method used for PD sessions (see Table 4). The quantitative results of this section showed the varied range of preferences that teachers had regarding their preferred method of delivery for professional development. All mean scores for all teachers surveyed ranged from 2.70 (lecture) to 4.09 (collaborative planning workgroup).

Table 4

PD Delivery Preferences Ratings

Variable	Mean	Standard Deviation	Not preferred		Somewhat not preferred		No opinion		Preferred		Strongly preferred		Total	
AR	3.04	0.767	0	0	5	21.7%	13	56.5%	4	17.4	1	4.3%	23	100%
BS	3.04	0.878	1	4.%3	5	21.7%	9	39.1%	8	34.8%	0	0%	23	100%
Coach	3.78	0.902	0	0%	2	8.7%	6	26.1%	10	43.5%	5	21.7%	23	100%
CPW	4.09	0.733	0	0%	0	0%	5	21.7%	11	47.8%	7	30.4%	23	100%
Conf	3.61	0.722	0	0%	1	4.3%	9	39.1%	11	47.8%	2	8.7%	23	100%
IW	3.91	0.596	0	0%	0	0%	5	21.7%	15	65.2%	3	13%	23	100%
LPD	3.57	1.037	0	0%	4	17.4%	7	30.4%	7	30.4%	5	21.7%	23	100%
LSW PLC	3.96	0.638	0	0%	0	0%	5	21.7%	14	60.9%	4	17.4%	23	100%
Lec	2.7	1.259	3	13%	10	43.5%	4	17.4%	3	13%	3	13%	23	100%
LS PLC	3.35	0.832	0	0%	3	13%	11	47.8%	7	30.4%	2	8.7%	23	100%
POP PLC	3.57	0.728	0	0%	1	4.3%	10	43.5%	10	43.5%	2	8.7%	23	100%
SPD	3.78	0.902	0	0%	3	13%	3	13%	13	56.5%	4	17.4%	23	100%
VS	3.35	0.885	1	4.3^	2	8.7%	9	39.1%	10	43.5%	1	4.3%	23	100%
Web	2.78	1.126	3	13.0	7	30.4%	6	26.1%	6	26.1%	1	4.3%	23	100%

Of the respondents (n=23), over 50% of teachers surveyed “strongly preferred” or “preferred” the following presentation methods:

- Collaborative planning workgroup (78%; 18 teachers)
- Interactive workshop (78%; 18 teachers)
- Learning from student work PLC (74%; 17 teachers)
- Coaching (65%; 15 teachers)
- Conference (56%; 13 teachers)

The following presentation methods received the highest “not preferred” or “somewhat not preferred” ratings:

- Lecture (56%; 13 teachers)
- Webinar (43%; 10 teachers)

The following presentation methods received the highest “no opinion” ratings:

- Action Research (56%; 13 teachers)
- Lesson study PLC (47%; 11 teachers)
- Problem of Practice PLC (43%; 10 teachers)

Qualitative Data Analysis

The principal performed a qualitative analysis on the optional open-ended questions of the Teach Pre Self-Assessment after the survey administration. Written responses were listed by individual question in Microsoft Excel. The responses were read several times to get an overall view, and the common themes were noted. Twelve teachers completed this section of the self-assessment. The first survey question

regarding teachers' past experiences with PD at Henderson-Hopkins elicited a range of short-answers that were qualitatively coded into overarching themes when possible. By far, "very helpful" was the most frequently used theme to describe the degree that PD at Henderson-Hopkins helped teachers, with nine responses fitting the "helpful" theme. To be specific regarding the helpful theme, one responded stated, "Professional development has helped me teach effectively because as a new teacher, everything was new to me coming in. EVERYTHING that I have been learning has been helpful!" Additional frequent themes were "effective" and "supportive", which had frequency scores of eight. The following themes had a frequency score of five: "prepared" and "organized". The remaining themes "helpful to some degree" had a frequency score of three and "not helpful" had a frequency score of one.

The second optional open-ended survey question asked how PD at Henderson-Hopkins worked in the past. "Helpful" emerged again as the most recurring theme, with a frequency of eight. Some teachers identified that they were new to Henderson-Hopkins, which had a frequency score of four. Two teachers stated that they "did not recall" how PD at Henderson-Hopkins worked in the past. Individual responses to this question allowed teachers to refer to specific PD strategies that they experienced at Henderson-Hopkins. One teacher referred to "coaching" and "peer observations" by stating, "Having a coach in the past has been a helpful way of discussing instructional delivery. Setting aside times to view other classrooms and art rooms in other schools has been an effective way to see effective instructional delivery demonstrated." One teacher referred to having "choice" in PD by saying, "The self-selected PDs have proven to be the most effective.

When we worked on a specific task with a specific end in mind and could present it to the staff, it was well received and the feedback was positive."

Discussion

The results of the Teach Pre-Assessment demonstrated that teachers at Henderson-Hopkins have a wide range of needs and that they would benefit from a PD experience that meets their individual needs. The range of ratings on this self-assessment proved that teachers have an awareness of their areas of strength and growth in their professional practice. Based on the results of the pre self-assessment, most teachers recognize that they need support specifically within the following key actions: T1: Communicate standards-based lesson objectives, T3: Use strategies and tasks to engage all students in rigorous work, T4: Use evidence-dependent questioning, T6: Facilitate student-to-student interaction and academic talk, and T9: Reinforce positive behavior and de-escalate challenging behavior, but the level of self-identified effectiveness varies within all nine of the key actions. As evident in the results of the Pre Self-Assessment, although there were common areas of concern, no two teachers have the same needs. Personalizing the PD experience by aligning PD activities to support teachers' individual goals may yield an increase in the levels of self-ratings of their effectiveness in key action they used for their goal.

In the open-answer responses, there was repeated references to PD being "helpful" and "useful", although there was not enough evidence collected to identify how the PD had helped teachers. There was some qualitative evidence of collaboration and administrative support. Teachers who are new to teaching or new to Henderson-Hopkins are aware of what they do not know or not; this metacognitive process is also a crucial

element of andragogy. Based on this information, there is a need to design a PD structure for teacher learning and improvement (e.g., PLCs, coaching, mentoring, peer observations). In addition, there is a need to build upon the process for teachers to have choice in setting goals to improve their instructional practices based on and choice of the format they want to participate in during the learning process.

With regards to the preferred format of delivery for PD, teachers' responses were consistent with the key tenets of constructivist theory, social cognitive theory and andragogy in that the teachers surveyed prefer learning experiences that are collaborative (Knowles, 1970; Sparzo, Bruning, Vargas, & Gilman, 1998; Fogarty & Pete, 2007), job-embedded (Piaget, 1924; Fogarty & Pete, 2007; Zemke & Zemke, 1995), and include opportunities for social interaction and feedback with their colleagues (Bandura, 1986; Schunk, 2001). Moreover, their responses were aligned with research regarding 21st century PD (Gulamhussein, 2013) in that teachers wanted to work in a school community that provided systematic assistance to teachers striving to become even more effective in their professional practice.

Because this needs assessment was not designed to be a random-assignment, it cannot speak directly to the impact of PD on teacher practice or student learning in a broader sense. Moreover, the data collected from this needs assessment has a further limitation, in that the small sample size precludes the analysis from being a true of representative sample of Baltimore City Schools teachers. These findings do suggest that additional research is necessary to determine best practices for professional development, a view consistent with recent panels on scientifically based research in education (National Research Council, 2002).

Additional information regarding the formal observation ratings conducted by qualified observers will provide a broader perspective to this analysis. In addition, more information needs to be collected regarding the years of experience of each teacher and the number of years of employment at Henderson-Hopkins to better customize the PD experience to meet the needs of each teacher learner in an authentic manner.

Chapter 3: Intervention Literature Review

Since the release of "A Nation at Risk" (National Commission on Excellence in Education, 1983), there has been a shift regarding the value of professional development for teachers. Fueled in part by the complexities of teaching and learning within a climate of increasing accountability, this reform has moved PD beyond just supporting the acquisition of new knowledge and skills for teachers. Regarding policies that support professional development, Darling-Hammond and McLaughlin (2011) predicted that, ''The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before'' (para 1). Evidence of this process has shown itself to have a direct impact on student achievement, as the highest-achieving countries on international measures such as the PISA have been "particularly intent on developing teachers' expertise both before they enter the profession and throughout their careers" (Darling-Hammond, Wei, & Andree, 2010, p. 1).

Wei, Darling-Hammond, Andree, Richardson, & Orphanos (2009) emphasize that helping teachers rethink practice necessitates PD creates new experiences regarding what, when, and how teachers learn. To develop a project to support this type of job-embedded learning for teachers at Henderson-Hopkins, it was necessary to research best practices for developing personalized professional development programming. A review of literature regarding 21st century professional development, personalization, professional learning communities,

online professional development, book studies, and peer observations are the evidenced-based best practices regarding PD that anchor the intervention design of the project.

21st Century Professional Development

Consistent with the move towards integration of 21st century learning initiatives of creativity, innovation, critical thinking, problem solving, communication, and collaboration (Partnership for 21st Century Skills, 2009) in the student-learning experience, 21st century PD activities are moving away from a workshop method to a more interactive approach where active teaching, assessment, observation, and reflective teaching are emphasized (Darling-Hammond, 2006). Common characteristics of an effective, 21st century teacher PD activities include learner-centered goal-setting, content focused on curriculum supports and evidence-based best practices, connections to school-wide goals, and opportunities for coaching and feedback (Lee, 2013) to support continuous growth and improvement for educators. As noted in the report, "PD for Personalized Learning Guidelines" (Lin & Kim, 2013), there are two components to include in designing effective models for 21st century professional learning for teachers: contextualization and collaboration. These guidelines are referenced throughout current research regarding personalized PD.

Contextualization. Noted philosopher, psychologist, and educational reformer John Dewey (1938) repeatedly argued that schooling must be the practice of community because individuals learn how to engage in their community and the larger society from their experiences in schools. Therefore, within the school community, teacher PD should be aligned with the preexisting knowledge and identified needs of individual teachers

(Carolan & Guinn, 2007; Sands & Barker, 2004). Using this information as a guide will allow for customization of PD in the context of teacher's professional practice, such as in the job-embedded training model (Lin & Kim, 2013). Such contextualization can help facilitate the application of what is learned from PD into their instructional delivery (Carolan & Guinn, 2007; Sands & Barker, 2004).

Collaboration. Collaboration among teachers is a key characteristic of 21st century learning (Rotherham & Willingham, 2010; Darling-Hammond, 2006; Yost, Sentner, & Forlenza-Bailey, 2000) and plays a key role in effective PD for teachers (Carolan & Guinn, 2007; Sands & Barker, 2004). Research shows that student achievement is higher where teachers report that they have more collaborative engagement with their colleagues (Goddard, Goddard, & Tschannen-Moran, 2007). Within their collaboration in a professional community, teachers can exchange their ideas, troubleshoot problems, and/or share solutions for their instructional practice (Boles & Troen, 2007). Further, the pairing of novice and experience teachers helps them learn from one another (Carolan & Guinn, 2007; Klonsky, 2002). However, "elevating teachers from isolated assembly-line workers to collaborative professionals requires a major change in today's school culture" (Boles & Troen, 2007, p.8), especially given the fact that, on average, teachers spend 93% of their official workday working in isolation from their colleagues, and more if one includes time spent planning, preparing, and grading after school hours (Markow & Pieters, 2010).

Even though 21st century PD is an emerging area of research, according to the Center for Public Education (Gulamhussein, 2013), there are five principles of effective

professional development. These recommendations capture the latest research regarding this topic.

1. PD Principle 1: The length of PD must provide adequate time for teachers to learn a new strategy and wrestle with implementation challenges (Gulamhussein, 2013).

Professional learning that is longer in duration has been shown to have a greater impact on improving teacher practice and student learning (Birman, Desimone, Porter, & Garet, 2000; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). Some studies have concluded that teachers may need as many as 50 hours of instruction, practice, and coaching before a new instructional approach is becoming an expert in and implemented in the classroom setting (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). Researchers have also noticed that teachers with 80 hours or more of PD were significantly more likely to implement the new teaching practice they learned than teachers who had less than 80 hours of PD (Corcoran, McVay, & Riordan, 2003).

2. PD Principle 2: There must be support for a teacher to support transition challenges inherent in changing classroom practice (Gulamhussein, 2013).

Increasing the amount of time spent in PD does not ensure the quality of the experience that teachers have in professional development. The time allocated for PD must be spent wisely, with a clear set of goals, objectives, actions, and deliverables expected and agreed upon by the teacher. Additionally, research shows that the greatest struggle is not in learning a new skill, but in implementing it, which is referred to as the "implementation dip" (Gulamhussein, 2013). In fact, many studies have shown that teacher proficiency in a new skill takes, on average, 20 separate instances of practice and that number my

increase if the skill is more complex (Joyce & Showers, 2002). Therefore, there must be time for the implementation stage for teachers to practice that they have learned and receive non-evaluative feedback. Studies have shown that when teachers are supported during the implementation phase, there is increase evidence of change in their teaching practices (Truesdale, 2003).

3. PD Principle 3: A teachers' introduction to a new concept should not be passive, but should engage teachers through varied methods so they can participate actively in making sense of a new practice (Gulamhussein, 2013).

Learners learn better when they can engage with the skill or concept they are learning (French, 1997). Studies confirm that PD sessions are more successful in the teacher learning transferring to their classroom practice when teachers learn new concepts in varied, active ways (Blazer, 2005; Roy, 2005). These actively can include readings, role-playing techniques, open-ended discussions, live modeling, and classroom observations (Roy, 2005; Gulamhussein, 2013).

4. PD Principle 4: Modeling has been found to be highly effective in helping teachers understand a new practice (Gulamhussein, 2013).

There are several forms of the active learning process in which teachers can engage with new concepts, theories, and research-based instructional practices. However, modeling, which is when an expert demonstrates the new practice, has been shown to be particularly helpful to teachers as they learn and apply a new concept or skill (Snow-Renne & Lauer, 2005; Supovitz, Mauyer, & Kahle, 2000; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). Observing demonstration lessons allows teachers to contextualize

their learning in real-time; this method also meets the need of the adult learner to anticipate how they will use their learning (Fogartry & Pete, 2006).

5. PD Principle 5: The content presented to teachers should not be generic, but instead specific to the discipline or grade-level (Gulamhussein, 2013).

Multiple studies confirmed that PD that addresses content-specific skills and concepts help improve teacher practice and student learning (Darling-Hammond, 2010). Teachers also give positive feedback to training that is more specific to their respective discipline Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009), and report that their top priority for PD is learning more about the content they teach (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009).

Personalization

One of the key characteristics of 21st century learning is innovation through personalization. In the National Education Technology Plan (2010), the US Department of Education defined personalized learning as an instructional approach that is tailored to both the learning preferences and interests of different learners. Personalized learning is built on the presupposition that the learner knows himself or herself best (Powell, & Kusuma-Powell, 2011; Bray & McCaskey, 2013; Redding, 2013) because the learner has an innate understanding of his or her interests, as well as areas of strength and needs for improvement. Secondly, in the personalized learning model, the learner has the responsibility of self-regulating his or her learning (Dabbagh, & Kitsantas, 2012; Bray & McClaskey, 2013). Instead of relying on extrinsic tools to jump-start learner motivation, the learner is a self-directed expert who continuously reflects upon his or her progress towards proficiency in content and skills to sustain his or her own intrinsic investment

towards learning (Ley, Kump, & Gerdenitsch, 2010; Bray & McClaskey, 2013). Finally, the learner has an active role in designing his or her learning path (Hwang, Kuo, Yin, & Chuang, 2010; Ley, Kump, & Gerdenitsch, 2010; Bray & McClaskey, 2013). As the chief architect of his or her personalized learning plan, the learner identifies goals and benchmarks with the guidance of the teacher and has a voice in how he or she demonstrates evidence of learning. Critical thinking skills and digital literacy are core competences that the learner must possess (Trilling & Fadel, 2009), as he or she also has an active role in selecting and using the appropriate technology and resources to support, collaborate and share his or her learning with peers, experts, and other learners.

Personalized learning requires a school culture that includes teachers having learning opportunities to support their collaboration and exploration based on the goals, topics, and interests that they identify themselves. This personalized PD model calls for teachers to engage in the unchartered territory of this approach to learning that gives them autonomy and input into designing their learning experience as oppose to completing the obligatory PD activities mandated by their school or district. To personalize PD, some schools have created systems to move a school forward as a team, establish a focus and then personalize professional learning by considering:

- Levels of teacher expertise
- Content area(s)
- Background knowledge
- Grade levels
- Areas of interest (e.g., technology, working with primary sources, community engagement)

One of the biggest challenges that comes with personalized learning is navigating the tension between letting learners create their learning experience while still ensuring that they meet the expectations of the school, district, state, and country. While helping adult learners connect their personal interests to the overall goals is the key to personalizing professional development, teachers must also have an awareness of the overall evaluation methods that evaluate their overall effectiveness (Trilling & Fadel, 2009).

Professional Learning Communities (PLCs)

Professional development literature has devoted extensive attention to the topic of a professional learning community (PLC). The concept of a PLC comes from the business sector as it relates to the capacity of organizations to learn (Dufour, 2004; Vescio, Ross, & Adams, 2008). Adapted to fit the world of education, the concept of a learning organization became that of a learning community that would strive to cultivate a collaborative work culture for teachers (Thompson, Gregg, & Niska, 2004). In addition to PLCs, several terms have been used interchangeably to describe this learning community: teacher community, teachers and learning communities, Critical Friends groups, and communities of practice (DuFour & Eaker, 2006). Both nationally and internationally, schools and school districts have implemented PLCs to help facilitate a collaborative school culture focused on learning. Advocates of school reform have also endorsed the concept of PLCs. For example, the National Staff Development Council (2001), a non-profit organization that is recognized for developing standards regarding PD, included learning communities as one of the organization's Standards for Staff

Development, signifying that PLCs have been recognized as a key school improvement strategy, specifically for professional development.

A PLC is a group of educators who work interdependently to share learning experiences with the intent of improving their instructional effectiveness for the benefit of the students they work with directly (Hord, 1997; Stoll, Bolam, McManhon, Wallace, & Thomas, 2006; DuFour, DuFour, & Eaker, 2008). The concept of a PLC rests on the proposition of improving student learning by improving teaching practice. Newmann (1996) described five essential features of PLCs. First, shared values and norms must be established about such matters as the group's shared ''views about children and children's ability to learn, school priorities for the use of time and space, and the proper roles of parents, teachers, and administrators'' (p. 181). A second essential characteristic is a consistent concentration on student learning outcomes (Newmann, 1996). Richard DuFour, a central leader in the development of PLCs (2004), reiterates this notion when he writes that the broader mission ''is not simply to ensure that students are taught but to ensure that they learn. This shift from a focus on teaching to a focus on learning has profound implications'' (para 5) on instructional practice. The third characteristic is a focus on cultivating a reflective dialogue that leads to ''extensive and continuing conversations among teachers about curriculum, instruction, and student development'' (Newmann, 1996, p. 182).

In addition to the defining characteristics of PLCs, DuFour (2004) identifies three "big ideas" to guide the work of PLCs:

- A focus on learning
- A culture of collaboration

- A focus on results.

DuFour (2004) states that effective professional learning communities are embedded in the routine practices of the school when teachers are prearranged into teams, provided time to meet during the school day, and given specific procedures for engaging in activities that focus on student learning and achievement. The need for self-directed and problem-centered approaches is stressed for adult learning (Davenport & Davenport, 1985; Brookfield, 1986; Knowles, Holton, & Swanson, 2014). The PLC model facilitates supports meeting this need through the active participation of teachers in the development and sharing of knowledge in PLCs (Wood, 2007). Collegial dialogue, provided by the PLC structure, is an opportunity to facilitate a "Deweyan approach" through the utilization of collective inquiry through systematic observation and analysis of classrooms as the basis of professional learning (Wood, 2007). To support this concept in an even more structured way, the National School Reform Faculty, an organization devoted to developing collegial relationships and reflective practice among educators, developed a model called the Critical Friends Group (CFG). They note that a CFG is strong when the following characteristics are in place (Dunne, Nave, & Lewis, 2000):

- Openness to continuous growth and development
- Trust and respect
- A foundation in the skills and knowledge of effective teacher practice
- Supportive leadership
- School structures that support the school's mission

In addition to these components of successful Critical Friends Groups, relational and interpersonal skills such as handling conflict and building consensus are noted in the

literature (Dunne, Nave, & Lewis, 2000). Wood (2007), in her portrait of two learning communities, points to the importance of holding meetings promptly and building shared norms for discussing teaching practice and student learning. She also mentions various tools for structuring conversations, including the use of structured protocols for looking at student work, teacher work, and dilemmas of practice (Wood, 2007).

The literature provides substantial evidence that PLCs impact teaching. Eight independent studies (Berry, Johnson, & Montgomery, 2005; Bolam, McMahanon, Stoll, Thomas, & Wallace, 2005; Hollins, McIntyre, DeBose, Hollins, & Towner, 2004; Phillips, 2003; Strahan, 2003; Supovitz, 2002; Supovitz & Christman, 2003; Vescio, Ross, & Adams, 2008) examined the relationship between teachers' participation in PLCs and student achievement and found that student learning improved in the schools that implemented PLCs. In a study conducted in England, Bolam, McMahanon, Stoll, Thomas, & Wallace (2005) used survey data to compare PLC characteristics of schools with student outcome data from a national student assessment database. Correlations between the quality of PLCs and student achievement were statistically significant when they used valued added measures to make comparisons between relative student progress in the PLC schools and that of students in the non-targeted schools (Bolam, McMahanon, Stoll, Thomas, & Wallace, 2005). The authors concluded that, ''the greater the extent of reported staff involvement in professional and pupil learning, the higher was the level of pupil performing and progress in both primary and secondary schools'' (p. 132). These studies show that the literature supports the supposition that student learning increases when teachers participate in PLCs. Collectively, the literature on PLCs is a rich and promising body of work that offers valuable opportunities for further exploration.

Online Professional Development (OPD)

Research on PLCs frequently refers to the emergence of online environments where social processes facilitate and support teacher learning. Bringing teachers together using an online platform for professional learning has been described using several terms including online teacher professional development (oTPD) (Dede, Ketelhut, Whitehouse; Marrero, Woodruff, Schuster, & Riccio, 2010), professional learning networks (PLNs) (Lieberman & Grolnick, 2005; Trust, 2012), and online professional development (OPD) (Treacy, Kleiman, & Peterson, 2002). Findings from research support the notion that one of the most common benefits of OPD for teachers is the ability to improve their instructional delivery and practice (Ellis & Phelps, 2000). Research had also suggested that the communication and collaboration among and between teachers involved in PD increased when they had the opportunity to communicate electronically (Duncan-Howell, 2010). This was achieved because teachers' feelings of isolation are dramatically diminished, or at least minimized, and the interactions among teachers are elevated by interactions using the Internet, especially e-mail, IRC-based tools, listservs, and bulletin boards (Strickland & Nazzal, 2005).

As access to and use of the Internet proliferates in schools across the country and internationally, more opportunities for OPD have been conceived. One specific type of OPD that has emerged as a promising concept is Lessoncast (Lessoncast PD Tools & Services, n.d.). Created in 2010, Lessoncast gives educators a template and the tools to learn more about an instructional concept or framework (Lessoncast PD Tools & Services, n.d.). To demonstrate their learning, users develop a three-minute video-slideshow that includes the most relevant parts of their learning (Tucker-Smith, T. N

(n.d.). Creating a lessoncast may take up to three hours (Lessoncast PD Tools & Services, n.d.). Once it is completed, the lessoncast is added to the PD gallery for other teachers to view. Individuals can use these lessoncasts to create teaching portfolios, and schools and districts can create communities that allow their teachers to make it more applicable to their specific classroom. After reflecting upon her creation of a lessoncast for her professional portfolio in Baltimore City Schools, one teacher commented, "Putting the portfolio together was an opportunity to reflect on the evidence from my lesson and analyze the student data related to the lesson. I felt like I was more focused on the whole lesson planning process as well as the impact it had on students. I would love to participate in this type of professional development again because I enjoy self-paced learning and reflection" (Lessoncast PD Tools & Services, n.d.).

Despite the promising evidence of OPD, not all online professional development can be considered meaningful and effective. To begin with, many of the online professional learning opportunities for teachers serve a large audience. For example, Classroom 2.0 has more than 61,000 members, Edmundo has more 6.5 million users, and The Educator's PLN has more 11,000 members (Trust, 2012). Even though millions of dollars have been spent to collect and analyze data regarding analytics of OPD platforms, extensive research the professional development that most teachers experience in OPD is fragmented, superficial, and ineffective (Borko, 2004). Collaborative online professional development has been found to be desired by teachers (Marrero, Riccio, Woodruff, & Schuster, 2010) and qualitative evidence supports that OPD has helped to expand teachers' knowledge, skills, and ideas (Glazer, Hannafin, Polly, & Rich, 2009). In summary, findings from research indicate that teachers participating in OPD activities

and programs have increased their instructional competencies (Kabilan, 2004). Therefore, in terms of proliferation of advantages, OPD is viewed as having a bright future compared to the traditional mode of professional development programs (McNaught, 2002).

Book Study

As defined by author Steven R. Covey (2008), a book study as a group that meets on an ongoing basis to discuss a book being read in common. For teachers, book "study groups" (Loucks-Horsley, Love, Stiles, Mundry, & Hewson, 2003) are formed when a group of teachers choose to read and discuss a book related to specific issues they have identified. The primary purpose of book studies is to facilitate an interactive intellectual and social environment for the discussion of ideas, thoughts, and practice (Flood & Lapp, 1994, Mensah, 2009). In this process, "readers learn to pay attention to the critical influence of other people's response about the meaning and significance they derive from a particular literary work (Flood & Lapp, 1994, p. 574). In the context of PD, a book study intends to provide:

- Meaningful, relevant, and enjoyable discussion and reflection (Gray, 2013; Amador, Wallin, & Amador, 2015)
- Strategies that build competencies and increase knowledge related to educational theories and instructional practices (Amador, Wallin, & Amador, 2015)
- Discussion related to the implications of the reading on professional practice (Gray, 2014; Amador, Wallin, & Amador, 2015)
- Awareness of challenging trends and practice issues that impact instructional delivery (Gray, 2014; Amador, Wallin, & Amador, 2015)

- Opportunities for critical thinking and problem solving (Amador, Wallin, & Amador, 2015)
- Adult learning while fostering community (Amador, Wallin, & Amador, 2015)

In most cases, to initiate a book study for PD, the school or district leadership team chooses the books, develops guiding questions, and facilitates the discussion during scheduled PD time (Gray, 2014). In some cases, teachers meet outside of school hours and can opt to be compensated for their time or earn graduate credit (Allen & Seaman, 2006). As teachers engage with their colleagues during the book study, they notice what is being said and have opportunities to respond to those comments, interpret them, and then internalize them within the context of their practice (Amador, Wallin, & Amador, 2015). This context promotes sharing of ideas, which functions as an opportunity for people with divergent experiences and backgrounds to collaboratively make meaning of their thoughts (Amador, Wallin, & Amador, 2015). Book studies as a PD method may promote critical and reflective inquiry and lead to ideological change (Mensah, 2009; Amador, Wallin, & Amador, 2015).

Qualitative feedback regarding book studies has shown that participating teachers formulated new insights and changed their pedagogical practices to incorporate new learning (Gray, 2013) as result of their book study experience. Similarly, researchers who have incorporated book clubs as social and professional opportunities have noted positive outcomes with targeted audiences (Goldberg & Pesko, 2000; Kooy, 2006). For example, Mensah (2009) studied the influence of a book club on preservice teachers and noted the emphasis of individual, collaborative, and collective learning because of the study. In another case study (Allen, 2006), a group of elementary school teachers participated in a

book study series focused on student behavior. Teachers read *A Framework for Understanding Poverty* (Payne, 2001) to help them develop a better understanding of their students' environment and community. One kindergarten teacher who participated in this book study remarked, "Ruby Payne's book helped me to understand the situations my students come from and how that impacts their behavior and willingness in the classroom" (Allen, 2006). These findings emphasize the potential benefits of facilitating a book study for both preservice teachers and in-service teachers.

The inclusion of book studies as a part of PD programming has occurred throughout the United States, but large-scale research on its overall effectiveness and connection to student achievement outcomes is limited (Amador, Wallin, & Amador, 2015). Moreover, book studies as professional development have typically involved individuals with similar backgrounds, meaning they were comprised of all in-service teachers, or preservice teachers, or were even gender specific (Kooy, 2006). The lack of homogeneity among participants in book studies raises questions about the benefit of book studies with participants with varying backgrounds. More research is needed in this area to gauge the effects of book studies on teachers with diverse backgrounds and different levels of teaching experience.

Peer Observations

Over the past 25 years, a growing body of research has emerged with a focus on teaching from the perspective of the teachers themselves (Akerlind, 2007). One recurring theme in this literature has been the value of teachers witnessing their colleague engage in instructional practice with students in real time. This practice, known formally as peer observations, is defined by Bell & Mladenovic (2008) as a ‘‘collaborative, developmental

activity in which professionals offer mutual support by observing each other teach; explaining and discussing what was observed; sharing ideas about teaching; gathering student feedback on teaching effectiveness; reflecting on understandings, feelings, actions and feedback and trying out new ideas." In short, peer observation is a learning strategy where teachers pinpoint a practice they want to develop by observing another teacher effectively implement the identified practice (Keller & Kusko, 2015). This framework facilitates an interactive forum where teaching practices are shared rather than remain a private, isolated activity (D'Andrea, 2002), which encourages reflection on teaching and nurtures a collegial discourse about and dissemination of best practice (Hammersley-Fletcher, & Orsmond, 2005).

Numerous benefits of peer observation have been described in the literature including: improvements to teaching practice (Richardson, 2000; Keller & Kusko, 2015), development of a higher level of confidence to teach and learn more about teaching (Richardson, 2000; Bell & Mladenovic, 2008), transformation of educational perspectives (Bell & Mladenovic, 2008), and the development of a higher level of professional collegiality among teachers, including more respect for the approaches of colleagues (Quinlan & Akerlind, 2000; Hammersley-Fletcher & Orsmond, 2005). One case study vividly illustrates the power of an effective peer observation framework on teacher performance and student achievement. At Marylin Avenue School in California, student achievement more than doubled from 2006 to 2013, even as the number of low-income students increased from 66% to 88% (Keller & Kusko, 2015). The key to the continued growth in student achievement at this school was the expansion of PD practices that allowed teachers to continuously learn together and from each other to improve their

practice (Keller & Kusko, 2015). With regards to peer observations, teachers initiated the peer observations themselves and the principal and other support staff covered classrooms (Keller & Kusko, 2015). There were other instances when the principal invited teachers to observe a colleague teaching a certain strategy or practice (Keller & Kusko, 2015) and facilitated overage for the observer during this observation.

Peer observation of teaching has been shown to offer many benefits such as improvements in teaching practice and the development of confidence to teach and learn more about teaching (Richardson, 2000; Bell & Mladenovic, 2008), which is like the formal observation process. However, researchers also note evidence regarding the negative aspects of peer observation—namely that the process may be intrusive and challenging academic freedom (Lomas & Nicholls, 2005). Peer observation can also be challenging as it often involves written critical reflection and providing and accepting feedback (Bell & Mladenovic, 2008). Observed teachers may be concerned that what is reviewed may not be representative, accurate, or generalizable and that peer observers may not be objective (Lomas & Nicholls 2005). Furthermore, while peer observation of teaching may contribute to individual development, it is not always seen as enhancing wider professional developmental initiatives (Richardson, 2000; Hammersley-Fletcher & Orsmond, 2004). These concerns highlight the need for schools to cultivate conditions for peer observations that are more likely to work, including modeling non-judgmental and developmental feedback from informal observers (Showers & Joyce, 1996; Blasé & Blasé, 2000; Quinlan & Akerlind, 2000), providing leadership in planning and carrying out a peer observation program (Blasé & Blasé, 2000; Keller & Kusko, 2015), and facilitating carefully planned opportunities for training in peer observation skills and institutional rewards and incentives to demonstrate that peer observation is valued (Lomas & Nicholls, 2005). Implementing these components to a peer observation program

would place peer observations initiatives in a better position to yield a higher level of engagement and effectiveness on teacher practice and student achievement.

Chapter 4: Intervention Procedure and Program Evaluation Methodology

Research Questions

As described in Chapter 3, evidence-based PD activities (e.g. book studies, PLCs, online PD courses, and peer observations) facilitated within a collaborative context in a school setting have been shown to have a positive effect on teachers' engagement in professional development activities. Moreover, providing teachers the opportunity to choose PD presentation format related to their individual goals and areas of interest supports the overall personalization of the PD experience. Therefore, the purpose of this project was to descriptively measure the effect of personalized professional development on increased teacher effectiveness as measured by the indicators outlined in the City Schools' Instructional Rubric. The following questions guided the research and analysis of this intervention project:

R1. How have average observation scores changed from fall to spring for all teachers?

R2. How have self-reflection ratings changed from fall to spring for all teachers?

R3. Based on formal observation data, did teachers grow more from fall to spring in the Instructional Rubric areas where they participated in personalized PD than they did in the areas where they did not participate?

R4. Based on self-reflection data, did teachers grow more from fall to spring in the Instructional Rubric areas where they participated in personalized PD than they did in the areas where they did not participate?

R5. Did teachers have growth from their fall to spring formal observation ratings for the key actions in the Teach domain of the City Schools' Instructional Rubric?

R6. Did teachers have self-reflection growth in the Teach domain based from pre to post self-assessment?

R7. Did personalized PD support teacher goals and preferred presentation methods as outlined in their IDP?

Design Overview

One of the essential features of Henderson-Hopkins is the emphasis on providing personalized learning experiences for students. This project created the opportunity for teachers to be adult learners whose distinct learning needs, interests, aspirations were used to provide learning experiences that were customized to support them in meeting their professional learning goals (Keefe & Jenkins, 2008). Applying the principles of personalized learning to the PD framework at Henderson-Hopkins was consistent with the overall model of the school and the district for all learners. Moreover, providing opportunities for teacher engagement and collaboration, and honoring teacher's time were key priorities in the design of this project. Figure 3 illustrates the logic model for this project.

Inputs	Activities	Outputs	Outcomes
Historical data regarding teacher evaluation ratings in order for teachers to set personalized goals and track progress	Teacher training regarding the City Schools' Teacher Evaluation process	Completion of an Individual Development Plan (IDP) that includes teachers' self-identified professional goals and their list of activities to support their goals	Evidence of teacher participation in self-selected professional development activities that support their personalized professional goals
Needs assessment to determine areas of focus with regards to professional development programming	The development of a professional development activity menu based on the results of the needs analysis	Ongoing PD activities centered on topics to support teacher professional practice at Henderson-Hopkins as described in the City Schools' Instructional Framework and Rubric	Evidence of structured opportunities for teachers to evaluate their experience with professional development programming at Henderson-Hopkins
Adequate time in school and district schedule for personalized professional development activities	Weekly scheduled time for personalized professional development activities	Teacher participation in 3-5 self-selected professional development activities	An increase of teacher effectiveness of instructional practices demonstrated in their formal observations

Figure 3: Logic Model

The implementation of this project took place from September 2015-May 2016 (see Table 5 for the personalized PD timeline). In September 2015, teachers participated in training regarding the City Schools Instructional Framework and Rubric. Teachers then developed an IDP based on the initial set of goals and activities that they wanted to complete during the school year. From October 2015-December 2015, teachers participated in a formal observation process conducted by a qualified observer. In January 2016, teachers worked with a qualified observer to revise their professional goals for spring 2016 school year based on the Teach domains of the Instructional Rubric. In addition to their goals, these revised individual development plans included specific learning activities, resources needed, and outcomes that the teacher and qualified observer identified for the teacher to complete (see Appendix C for the IDP directions). Consistent with the purpose and intent of andragogy and personalization, teachers revised their IDP using a menu of evidence-based best practices and activities for teacher development based on their interests, goals, pace of learning, and preferred method of instructional delivery (see Appendix D for learning activity menu). Throughout spring 2016, teachers participated in personalized professional development activities weekly. From March 2016-May 2016, teachers participated in another formal observation process conducted by a qualified observer.

Table 5

Personalized PD Project Activity Schedule

Month	Activity	
September 2015	Instructional Rubric training	Teach Pre self-assessment
October 2015	BOY Individual Development Plan (IDP) development	
October 2015	Fall formal observations	
November 2015		
January 2016	IDP mid-year review	
February 2016	Personalized PD activities	Spring formal observations
March 2016		
April 2016	Personalized PD activities for teachers	
May 2016	Teach Post self-assessment	

Process Evaluation Overview

For this project to draw valid data to gauge its effectiveness, it was imperative that all teachers were active teachers in all components of this evidenced-based project. A high fidelity of implementation of this project required teachers to complete the pre-assessment and post-assessment to evaluate their professional practice as measured by the City Schools' Instructional Rubric. High fidelity of implementation in this project also required teachers to collaborate with their qualified observer to revise their IDPs based on their discussion of the results of the teacher's fall formal observation ratings. The level of implementation and degree of teacher engagement in the project was also measured by their attendance to personalized PD (PPD) activities and teacher responses on PPD reflection surveys so that teachers had an opportunity to share their input and feedback regarding the activity.

Failure to ensure participation and implement the professional development framework as outlined could result in skewed results. For this project, this means that all components of the project were implemented as outlined and both qualitative and

quantitative data was collected in real-time from all teachers. The real-time data collection demonstrated whether the content delivery was effective in improving the teacher's professional practice. This project will have less impact on a teacher's professional growth and development if they did not invest the time required to learn, plan, and execute their learning in their classrooms.

For the interventions in this project to have their intended effect on improving teacher professional practice, this project had to be implemented with consistency and ongoing engagement from both the teachers and stakeholders. These indicators of fidelity supported the measurement of *adherence*, which was defined as the degree to which those responsible for delivering the intervention adhere to the intervention as outlined by its designers (Carroll & Guinn, 2007). For this project, adherence will be fully measured by the frequency, dosage of content delivery and training, and teacher engagement in the professional development activities (see Table 6 for the data collection matrix).

Table 6

Data Collection Matrix

Fidelity Indicator	Data Sources(s)	Data Collection Tool	Frequency
Frequency	Teacher attendance	Sign-in sheets	At the start of each PPD activity
Dosage of Content Delivery	PPD reflection survey responses	PPD survey responses	After each PPD activity
Engagement	PPD reflection survey responses	PPD survey responses	After each PPD activity

Frequency. Because of the multi-layered nature of this project, there was a significant level of time commitment and investment required by all teachers to maintain a high level of fidelity of implementation. Teachers were required to sign-in at the beginning of every meeting and contacted the principal directly if they had to be absent

for any reason. The principal monitored teacher attendance and provided low or no-cost incentives (i.e. refreshments, thank you notes, etc.) as a means of encouraging and maintaining active participation.

Dosage of Content Delivery & Training. To maintain a high level of engagement from teachers in personalized PD project, Russell, McPherson, and Martin (2001) emphasized that administrative support was required. To that end, the school's schedule at Henderson-Hopkins was designed to provide teachers with five hours of PD and collaborative planning time built into their weekly school schedule. Therefore, teachers in this project had 8 hours a month, or 32 hours over the duration of this project, to participate in personalized PD activities.

At Henderson-Hopkins, each teacher is a member of a 6-person cluster team that teaches and interacts with students in the same grade-level group (e.g. Cluster 1-Kindergarten, Cluster 2-1st and 2nd grade, Cluster 3-3rd and 4th grade, Cluster 4-5th and 6th grade, Cluster 5-7th and 8th grade). Each cluster has a cluster leader who was chosen based on his/her years of teaching experience and demonstration of years of highly effective teaching practice as measured by the City Schools' Instructional Rubric. Personalized PD activities were facilitated primarily by the grade-level teacher leaders based on their interest and areas of expertise as it related to the PD topic. Facilitators received training in preparation for leading the PPD session. Teachers provided feedback regarding the learning using the PPD reflection survey (see Appendix E for the PPD reflection survey).

Engagement. Teachers' professional development is primarily the product of both formal and informal social interactions among the teachers within the context of the

school and classrooms in which they teach and work with students and other staff members (Croft, Coggshall, Dolan, & Powers, 2010). To maintain a high level of participation from teachers, it was imperative that they engage in "interactive, integrative, practical, and results-oriented" professional development work (Fogarty & Pete, 2009, p. 32). Teachers had opportunities to share their feedback about their learning and their learning process using the PPD reflection survey.

Outcome Evaluation Overview

Teacher learning is the total of the combination of rich interactions between context and a teacher's disposition to learn about their practice (Wilson & Demetriou, 2007). Linda Darling-Hammond (2010) concluded that excellent teaching was cultivated when teachers have time to work together, design and implement professional development programs and learning communities, and participate in peer support teams (Preus, 2012). To evaluate the effectiveness of this project, teachers were formally observed by a qualified observer to assess their effectiveness of their teaching practice using the City Schools' Instructional Rubric. Teachers completed the Teach Post Self-Assessment (see Appendix F for the Teach Post Self-Assessment) to re-evaluate their knowledge, skills, and dispositions of instructional practice as measured by the City Schools' Instructional Rubric.

Site Identification and Participant Selection

Henderson-Hopkins was chosen as the project site for several reasons. First, this project was designed by the principal of Henderson-Hopkins, so she has an intimate knowledge of the school and its structure as well as a tremendous level of influence on

the implementation of the project and its connection to the vision, mission, and school-wide goals. Secondly, the innovative design of the Henderson-Hopkins campus (including fix grade level learning communities & a mixture of flexible and traditional learning spaces), promotes a more innovative approach to the teaching and learning process. Third, from the inception of this project, both teachers and administrators were interested in improving the quality teacher effectiveness through a more personalized PD experience that reflected the learner-centered approach that Henderson-Hopkins promotes for its students.

All full-time K-8 teachers at Henderson-Hopkins participate in professional development activities and the teachers reflect the diversity of the school's staff regarding years of experience. 38% of teachers have eleven or more years of teaching experience, 14% have 7-10 years of teaching experience, 24% have four-six years of teaching experience, and 17% have fewer than three years of teaching experience. Despite the wide range of overall teaching experience, most teachers had limited experience with teaching at Henderson-Hopkins. 44% of teachers have taught less than one year at Henderson-Hopkins. 32% of teachers have taught one-three years at Henderson-Hopkins, and 24% of teachers have taught four or more years at Henderson-Hopkins.

Extant data regarding the teachers was collected by the principal analyze the overall needs and priorities for professional development programming for the school. This database includes the following information:

- The certification level for each student
- The level of education obtained by each teacher

- Formal evaluation ratings from Fall & Spring 2013-2014, 2014-2015, Fall & Spring 2014-2015, for each of the nine key actions of the Teach domain of the City Schools' Instructional Rubric

The high degree of variation in the formal evaluation ratings for each teacher prompted the development of this project. For example, out of 21 teachers, 10 were rated highly effective, 8 were rated effective, 1 was rated developing, and 2 were rated ineffective. However, the average rating for each indicator was 2.6, which was in the developing range. Furthermore, there was 0.016 growth in teachers between the two years of evaluation data, and some teachers made negative growth in some indicators. Based on the data, there a consistent need for additional development for all teachers across several indicators, as only 3 out of 21 Henderson-Hopkins teachers received effective or highly effective ratings across all nine of the Teach domains.

Measurement

This project utilized a mixed-methods approach to collect qualitative and quantitative data (see Table 7) to examine the development of a personalized PD program at Henderson-Hopkins as it was being conceptualized, designed, and put into practice (Merriam, 2014; Weiss, 1998). While this topic could be examined through a variety of methodologies, a mixed-method approach was chosen because it emphasizes in-depth description and analysis, triangulation of data sources, and what Cronbach (1957) refers to as "interpretation in context" (as cited in Merriam, 2014). This method was also the recommendation in contexts where it was challenging to separate a phenomenon from its context (Yin, 2013). This was an important consideration when researching professional development, as they were connections between the PD framework, school culture, its

organizational structure, policies, procedures, and norms (Bernhardt, 2015). This project, guided by the research questions and data collected regarding teacher evaluations, relied on several artifacts to gauge the effectiveness of this project in implementing best practices of effective professional development. The data collected for this project was extant data related to the City Schools' teacher evaluation system. A research assistant from the School of Education for Johns Hopkins University coded all collected data with numerical identifiers so that the principal could not infer any connections between the teachers and the data collected from them.

Table 7

Quantitative and Qualitative Measures

Quantitative Measures	Qualitative Measures
• Fall and Spring formal observation data from qualified observers based on City Schools' Instructional Rubric • Pre and Post self-assessments from teachers based on the City Schools' Instructional Rubric • PPD session survey responses	• Self-assessment open-responses from teachers • Individual Development Plans (IDP) • PPD session surveys open responses from teachers

Quantitative Data Sources

Teach Post Self-Assessment. Teachers responded to the same questions for the Teach Post Self-Assessment as the Teach Pre Self-Assessment that was administered in September 2015 (see chapter 2 for a report of the findings from Teach Pre Self-Assessment). The nine variables in the Teach Post self-assessment were derived directly from the City Schools' Instructional Rubric (see Table 8). The variables are the specific key actions that are measured in the Teach domain. Teachers were asked to rate their

current professional practice based on the descriptors in the "effective" and "highly effective" category of each key action using the following Likert scale:

1. Ineffective– I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
2. Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
3. Effective – I do this well and notice consistent positive effects on student learning.
4. Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.

Table 8

List of Variables in the Teach Post Self-Assessment

Code	Variable
T1Post	T1: Communicate standards-based lesson objectives
T2Post	T2: Present content clearly
T3Post	T3: Use strategies and tasks to engage all students in rigorous work
T4Post	T4: Use evidence-dependent questioning
T5Post	T5: Check for understanding and provide specific, academic feedback
T6Post	T6: Facilitate student-to-student interaction and academic talk
T7Post	T7: Implement routines to maximize instructional time
T8Post	T8: Build a positive, learning-focused classroom culture
T9Post	T9: Reinforce positive behavior and de-escalate challenging behavior

Formal Observations. Formal observations are opportunities to observe teacher performance and provide information for the preparation of the evaluation. During the observation, qualified observers rate teachers practice according to the preponderance of evidence demonstrated to support the rating in each key action of the Teach domain of the Instructional Rubric. A written observation report is prepared for each formal observation and is discussed during the post-observation conference. The observation report must be completed and the post-observation conference must take place within ten

working days after the formal observation (Observation and Evaluation Guidelines, n.d.). Table 9 lists the variables used to code formal observation data for this project.

Table 9

Formal Observation Variables

Variable	Description
T1Fall	Teach 1: Communicate standards-based lesson objectives
T2Fall	Teach 2: Present content clearly
T3Fall	Teach 3: Use strategies and tasks to engage all students in rigorous work
T4Fall	Teach 4: Use evidence-dependent questioning
T5Fall	Teach 5: Check for understanding and provide specific, academic feedback
T6Fall	Teach 6: Facilitate student-to-student interaction and academic talk
T7Fall	Teach 7: Implement routines to maximize instructional time
T8Fall	Teach 8: Build a positive, learning-focused classroom culture
T9Fall	Teach 9: Reinforce positive behavior and de-escalate challenging behavior
T1Spring	Teach 1: Communicate standards-based lesson objectives
T2Spring	Teach 2: Present content clearly
T3Spring	Teach 3: Use strategies and tasks to engage all students in rigorous work
T4Spring	Teach 4: Use evidence-dependent questioning
T5Spring	Teach 5: Check for understanding and provide specific, academic feedback
T6Spring	Teach 6: Facilitate student-to-student interaction and academic talk
T7Spring	Teach 7: Implement routines to maximize instructional time
T8Spring	Teach 8: Build a positive, learning-focused classroom culture
T9Spring	Teach 9: Reinforce positive behavior and de-escalate challenging behavior

PPD Reflection Survey. The variables in this survey were derived directly from PPD Reflection Survey. The variables (see Table 10) were the specific statements that teachers were asked to rate after every personalized PD session using the following Likert scale:

1-Strongly disagree

2-Disagree

3-Neither agree nor disagree

4-Agree

5-Strongly agree

Table 10

PPD Reflection Survey Variables

Variable	Description
PPD1	PPD activities provided me with additional strategies to improve my practice.
PPD2	PPD activities supported my learning towards my personalized learning goals.
PPD3	PPD activities were well-planned and well facilitated.

Qualitative Data Sources

Individual Development Plans. The Maryland State Department of Education directive as outlined in COMAR 13A.12.05 requires that all certificated employees create a yearly Individual Development Plan (IDP) (Baltimore City Public School System. (n.d.). The IDP is an intensive action plan for professional growth and development for the employee. It is designed by the employee with input from the supervisor as applicable. The IDP is a required document for renewing a certificate or advancing to another certificate (Baltimore City Public School System. (n.d.).

Teach Post Self-Assessment. Teachers also had the option to provide responses to the following questions during the Teach Post Self-Assessment:

1. How has personalized PD programming at Henderson-Hopkins helped you teach effectively?
2. How can personalized PD programming at Henderson-Hopkins be improved?

PPD Reflection Survey. Teachers also had the option to provide responses to the following questions when completing the PPD Reflection Survey:

1. PPD activities provided me with additional strategies to improve my practice.
2. PPD activities supported my learning towards my personalized learning goals.

Intervention/Procedures

Fall 2015. In September 2015, teachers participated in training regarding the City Schools Instructional Framework and Rubric. In September 2015, teachers also completed the Teach Pre self-assessment to share their initial level of knowledge, skills, and dispositions with regards to the key actions described in the Teach domain of the Instructional Rubric. In September 2015, teachers also developed their Individual Development Plan (IDP) to include an academic goal and climate/culture goal for the 2015-2016 school year based on the Teach domain of the City Schools Instructional Rubric.

From October-December 2015, teachers were formally observed by a qualified observer to assess their current level of effectiveness within the Teach domain of the City Schools Instructional Rubric. Each qualified observer conducted formal observations for 8-10 teachers each, and after each observer held a post-observation conference with the teacher who was observed to discuss the observation and share the observation ratings that the teacher received (see Table 11 for the fall formal observations frequency table). The highest percentage of teachers were rated "effective" for the following key actions during the fall formal observations:

- T1: Communicate standards-based lesson objectives (9 teachers; 39.1%)
- T2: Present content clearly (14 teachers; 60.9%)
- T3: Use strategies and tasks to engage all students in rigorous work (11 teachers; 47.8%)
- T5: Check for understanding and provide specific, academic feedback (14 teachers; 60.9%)

- T6: Facilitate student-to-student interaction and academic talk (8 teachers; 34.8%)
- T7: Implement routines to maximize instructional time (7 teachers; 60.9)

The highest percentage of teachers were rated “highly effective” in the key actions during the fall formal observations:

- T8: Build a positive, learning-focused classroom culture (10 teachers; 43.5%)
- T9: Reinforce positive behavior and de-escalate challenging behavior (9 teachers; 39.1%)

The highest percentage of teachers were rated “developing” for the following key action during fall formal observations:

- T4: Use evidence-dependent questioning (8 teachers; 34.8%)

Few teachers received “ineffective” ratings in any of the nine key actions. The highest percentage of “ineffective” scores occurred in the following key actions:

- T1: Communicate standards-based lesson objectives (2 teachers; 8.7%)
- T5: Check for understanding and provide specific, academic feedback (3 teachers; 13.0%)
- T6: Facilitate student-to-student interaction and academic talk (3 teachers; 13.0%)
- T9: Reinforce positive behavior and de-escalate challenging (2 teachers; 8.7%)

Table 11

Fall Formal Observations Frequency Table

Variable	Mean	Standard Deviation	Ineffective		Developing		Effective		Highly Effective		Total	
T1 Fall	2.65	0.885	2	8.7%	8	34.8%	9	39.1%	4	17.4	23	100%
T2 Fall	2.96	0.638	0	0	5	21.7	14	60.9	4	17.4	23	100
T3 Fall	2.61	0.722	1	4.3	9	39.1	11	47.8	2	8.7	23	100
T4 Fall	2.87	0.920	1	4.3	8	34.8	7	30.4	7	30.4	23	100
T5 Fall	2.74	0.864	3	13.0	3	13.0	14	60.9	3	13.0	23	100
T6 Fall	2.74	1.010	3	13.0	6	26.1	8	34.8	6	26.1	23	100
T7 Fall	3.22	0.600	0	0	2	8.7	14	60.9	7	30.4	23	100
T8 Fall	3.09	0.900	0	0	8	34.8	5	21.7	10	43.5	23	100
T9 Fall	2.83	0.937	2	8.7	6	26.1	9	39.1	6	26.1	23	100
Average Fall	2.85	0.591	1.33	5.78	6.11	26.57	10.11	43.96	5.44	23.67	23	100

Winter 2015-2016. In January 2016, teachers reviewed and revised their IDPs with their qualified observer based on the results of their 1st formal observation. Teachers and observers used this data to update their IDP for the Teach domain. In addition to updating their goals, these revised IDPs included specific learning activities, resources needed, and outcomes that the teacher will complete during the school year (see Appendix G for sample revised IDPs). Consistent with andrology theory, these IDPs included specific goals, action steps, resources needed, and outcomes that the teacher chose to complete during personalized PD time. This development model supported the overarching principles of andragogy as teachers had an opportunity to choose relevant, job-embedded activities that support their professional goals and areas for growth and improvement.

Spring 2016. From February 2016-May 2016, teachers had 8 hours a month to participate in their chosen personalized PD activities to complete the activities outlined in

their IDPs. These modalities were chosen based on recommendations from members of the school leadership team, guidance from the district's Office of Teaching and Learning, and research conducted by the principal. Below is a brief description of each activity available for teachers to participate in during PPD time.

Book study. During the book study, teachers used the Florida Department of Education Professional Learning Tool Kit for Book studies (PLC Book Study Guide, n.d.) to structure and guide their discussion about a book they chose to read for professional development to investigate the application of their new learning from the book study in their classrooms. This toolkit was chosen by the principal based on research on best practices in implementing book studies for teachers. The books were purchased using federal Tittle II funding for PD and were chosen based on topics identified during an analysis of the fall formal observation evaluation data (see Table 12 for a summary of each book offered during the book study). The toolkit provided norms, protocols for discussions, and discussion prompts for teachers to use during the book study.

Table 12

Book Study Offerings

Title	Author(s)	Summary	Focus Area(s)
Checking for Understanding	Nancy Frey, Douglas B. Fisher	In *Checking for Understanding* (2015), Douglas Fisher and Nancy Frey show how to increase students' knowledge and comprehension with formative assessments so teachers can determine what students know and what they still need to learn.	T5
Teach Like a Champion: 49 Techniques that Put Students on the Path to College	Doug Lemov	*Teach Like a Champion* (2010) offers high yield teaching techniques to help teachers become leaders in the classroom. These techniques are concrete, specific, and easy to use.	T3 T4 T5 T6 T7 T8 T9
Not much just Chilin': The hidden lives of middle schoolers	Linda Perlstein	Navigating the school year and following five representative kids, Linda Perlstein spent nine months immersed in the lives of Maryland middle schoolers. She shared her findings in the book *Not much just Chilin': The hidden lives of middle schoolers* (2004).	T7 T8 T9
Motivating Students Who Don't Care: Successful Techniques for Educators	Allen Mendler	*Motivating Students Who Don't Care* (2015) is a practical guide for educators seeking to reconnect with discouraged students and rekindle their interest and enthusiasm for learning.	T7 T8 T9

Online PD courses. The Baltimore Teachers Union entered a partnership with Lessoncast to provide online PD courses for City Schools' teachers that were aligned with select key actions of the City Schools' Instructional Rubric. In partnership with Lessoncast, teachers had the option to participate in a self-paced online course for one of the following key actions:

- Teach 5: Check for understanding and provide specific, academic feedback
- Teach 6: Facilitate student-to-student interaction and academic talk
- Teach 8: Build a positive, learning-focused classroom culture

As teachers participated in the interactive course, they created an e-portfolio professional learning artifact called a lessoncast. Successful completion of the course required 15 hours of time.

Problem of Practice PLC. In the Problem of Practice PLC, participating teachers used an adaptation of the Consultancy Protocol (National School Reform Faculty, n.d.). This protocol was chosen based on the district guidance to implement Critical Friends' protocols during collaborative planning PLCs. Below are the steps in the Consultancy Protocol process:

Step 1: Identify a problem/topic in his/her classroom related to his/her professional goals.

Step 2: Present the dilemma during the PLC group meeting.

Step 3: Receive feedback from peers.

Step 4: Implement course of action based on feedback.

Step 5: Evaluate the impact of change on the problem/topic based on the actions implemented. Share this reflection with the PLC group.

Lesson study PLC. In the Lesson study PLC, participating teachers met in small groups to collaboratively plan, observe, and refine classroom lessons. This PLC used the Tuning Protocol (National School Reform Faculty, n.d.) to guide the meetings. This protocol was chosen based on the City Schools' recommendation to implement Critical Friends' protocols during PLCs. To take part in the Tuning Protocol, one or two teachers brought copies of an upcoming lesson plan they planned to use to teach and some of the materials to support student performance, such as assignment descriptions and

assessment rubrics. In the PLC group, a facilitator guides the group through the questioning and refining process to give the teacher feedback to improve the lesson plan.

Looking at student work PLC. In the Looking at student work PLC, participating teachers met in small groups to review and provide feedback regarding student work. This PLC used the ATLAS Protocol (National School Reform Faculty, n.d.) to guide the meetings. This protocol was chosen based on the City Schools' recommendation to implement Critical Friends' protocols during PLCs. This protocol helps teachers identify the most effective teaching strategies for instructional practice, discover new ways to organize assignments and find new techniques to teaching and re-teaching. A facilitated, structured conversation, the process moves from a review of student work from the presenting teacher, to an analysis of the work, to discussion of implications for the classroom.

Peer observations. During peer observations, teachers had an opportunity to watch exemplar instructional practices from another educator in real-time. Teachers visited classrooms to observe instructional strategies and practices related to their professional learning goals. During the observations, teachers documented what they observed and how they will see the information learned from the visits to inform your professional practice in the classroom.

Data Collection

Formal observations. The assistant principals at Henderson-Hopkins were the qualified observers that conducted the formal observation for 7-8 teachers in fall 2015 and 10-12 teachers in spring 2016. Each pre-observation conference took 10 minutes.

Each classroom observation took 45-60 minutes. Assistant principals served as the qualified observers during this process. The principal did not as act as the qualified observer for any of the teachers during spring formal observations.

Individual Development Plans (IDPs). Teachers completed their initial IDP independently in September 2015. They revised their IDPs in collaboration with a qualified observer in January 2016 based on their fall formal observation ratings and personal interest of study and exploration. Each revision session took 10-20 minutes per teacher.

PPD Reflection Survey. Staff members used laptop computers or tablets to access the survey at the end of each weekly professional development activity from February 2016-April 2016. The data was recorded in using a Google Survey. The surveys took approximately 10 minutes for teachers to complete. On average, 85% of teachers completed a reflection survey at the end of each professional development activity. Assessment data was accessed from Google Survey.

Teaching Post self-assessment. Staff members used laptop computers or tablets to access the survey during a scheduled Wednesday afternoon professional development session in May 2016. The data was recorded using a Google Survey. The survey took approximately 40 minutes for teachers to complete. Assessment data was accessed from Google Survey. Each respondent answered all the questions. There was no missing data.

Data Analysis

Below is a summary of the procedures that were used to analyze the quantitative and qualitative data for each research question. This process guided the overall evaluation of the effectiveness of this project.

R1. How have average observation scores changed from fall to spring for all teachers?

A mean score for each teacher's fall and spring formal observation was computed by adding all the key action variables and dividing by nine. This yielded one total effectiveness score for the ratings from each teacher's fall and spring formal observation. A paired T-test was calculated between these variables to see if there was a significant difference between the mean fall and spring formal observation scores.

R2. How have self-reflection ratings changed from fall to spring for all teachers?

Information regarding the data analysis for the Teach Pre self-assessment is described in Chapter 2. For the Teach Post self-assessment data, a mean score was computed by grouping the rating scores and calculating the average score of teacher ratings for each key action. This yielded a mean score for each of the nine key actions measured in pre and post self-assessments. A paired T-test was calculated between these variables to see if there was a significant difference between the mean pre and post self-assessment scores for each key action.

R3. Based on formal observation data, did teachers grow more from fall to spring in the Instructional Rubric areas where they participated in personalized PD than they did in the areas where they did not participate?

The spring formal observation data was organized by hand to create one spreadsheet for the responses for teacher goal areas for all variables and another spreadsheet for non-goal areas for each key action variable. Then, for each teacher, the mean change for the goal items and the mean change for the non-goal items was calculated. A paired T-test was calculated using the mean change scores to see if there was a significant difference between these two variables.

R4. Based on self-reflection data, did teachers grow more from fall to spring in the Instructional Rubric areas where they participated in personalized PD than they did in the areas where they did not participate?

For the Teach Post self-assessment survey data, a mean score was computed by grouping the rating scores by key action and calculating the average score of teacher ratings for each key action variable. This yielded a mean score for each of the nine key actions measured in post self-assessment. The post self-assessment data was organized by hand to create one spreadsheet for the responses for teacher goal areas and another spreadsheet for non-goal areas. Then, for each teacher, the mean change for the goal items and the mean change for the non-goal items was calculated. A paired T-test was calculated using the mean change scores to see if there was a significant difference between these two variables.

R5. Did teachers have growth from their fall to spring formal observation ratings for the key actions in the Teach domain of the City Schools' Instructional Rubric?

To calculate growth in teacher professional practice from their fall to spring formal observations, frequency tables were created using the ratings teachers earned

during these observations. Frequency tables from spring formal observations to identify distributions and trends within this data set. Frequency distributions provide a much better understanding of the wide range of scores from teachers from their spring formal observations.

R6. Did teachers have self-reflection growth in the Teach domain?

To calculate growth in teacher professional practice from the Teach pre and post self-assessment, frequency tables were created using data from the administration of these assessments. Frequency tables were used to identify distributions and trends within this data set. Frequency distributions provide a much better understanding of the wide range of self-reflection ratings from teachers on the Teach post self-assessment.

R7. Did personalized PD support teacher goals and preferred presentation methods as outlined in their IDP?

Frequency charts were created to calculate the number of teachers who chose which specific key actions from Teach domain of Instructional Rubric in developing their goals for their IDP. Another frequency chart was created to calculate the distribution of personalized PD presentation methods teachers chose to participate in during their weekly personalized PD time.

A qualitative analysis was performed for the open-ended questions from the Teach Post self-assessment. Teachers also had an opportunity to rate the overall usefulness of the personalized PD activities that they participated during the project. These responses were grouped by individual question and emerging themes were noted.

The themes were qualitatively coded as guided by the literature and a frequency score was assigned.

See Appendix H for the data summary matrix.

Chapter 5: Findings and Discussion

Process of Implementation

The full implementation of this personalized PD project produced a promising body of knowledge regarding the implications of constructivism, social constructivism, andragogy, and social cognitive theory on personalization and 21st century professional development practices. Since this project was designed by the principal of Henderson-Hopkins, there were multiple systems and structures put into place to ensure that a high degree of fidelity to the project design permeated throughout the implementation process. To begin with, this project was fully integrated into existing teacher formal evaluation system required by City Schools. The use of IDPs, the Instructional Rubric and formal observations by qualified observers to support teacher growth and evaluation measures are existing components of teacher evaluation system and held an equally important role in the development, implementation, and evaluation of this project. There was 100% percent participation in the goal-setting process and reflection process as it was already tied to the existing district protocol. To safeguard against bias, no spring formal observations were facilitated by the principal of the school, and a research assistant from the Johns Hopkins University School of Education collected and coded all data from the project with numerical identifiers so that no inferences could be made between the teachers and the data collected from them. The principal did participate in the fall formal observation process to ensure that each teacher was formally observed by two different qualified observers, which is strongly recommended in the collective bargaining agreement between BTU and City Schools.

Furthermore, the project was designed to further the overall vision of the Henderson-Hopkins school to be a 21st century learning community that demonstrates learner-centered educational opportunities and 21st century instructional practice. To show support for this vision, time was allotted for specifically for personalized professional development activities as a part of the Henderson-Hopkins' extended day program. Teachers had approximately eight hours of their work week to engage in two-three personalized PD activities over a four-month period to participate in this project. Finally, federal Title II grant funds were allocated for professional development to support this project. This small financial investment paid for the online courses provided by Lessoncast at a reduced rate due to the organizations' existing partnership with the school. In addition, the texts for book studies were recommended by members of the school leadership team and purchased for teachers.

Because this project was a new endeavor for the Henderson-Hopkins school community, the change process was inclusive of feedback from the school leadership team and teachers throughout the implementation process. For example, most teachers who had been rated as "highly effective" facilitated PLCs, book studies, and peer observations based on their interest and areas of expertise. These teachers met with the school leadership team regularly to discuss the personalized PD activity that they led. Teachers chose the personalized PD activities that they participate in during the project. The overwhelming majority of teachers attended personalized PD activities on time and were active participants in all activities. Furthermore, completed evaluation surveys after every personalized PD activity. This feedback cycle helped to sustain a high level of

engagement and investment throughout the project, as this allowed for immediate change and improvement for the overall personalized PD project.

Quantitative Findings

Below is a report of the findings from this project, organized by each research question.

R1. How have average observation scores changed from fall to spring for all teachers?

Observation scores for the fall formal observation were compared to observation scores in the spring for each key action, as well as for the overall average of the fall and spring formal observation scores. A paired-samples t-test was conducted to compare the nine key action mean scores earned by teachers for the fall formal observation and spring formal observation (see Table 13). There was not a significant difference in the mean score for the T1 key action between the fall formal observation (M=2.65, SD=.885) and spring formal observation (M=2.65, SD=.573); t(22) = (.000), p=1.000. There was not a significant difference in the mean score for the T2 key action between the fall formal observation (M=2.96, SD=.638) and spring formal observation (M=3.26, SD=.619); t(22) = (-1.57), p=.129. There was not a significant difference in the mean score for the T3 key action between the fall formal observation (M=2.61; SD=.722) and spring formal observation (M=2.83, SD=.650); t(22) = (-1.31), p=.203. There was not a significant difference in the mean score for the T4 key action between the fall formal observation (M=2.87; SD=.920) and spring formal observation (M=2.96, SD=.562); t(22) = (-.569), p=.575. There was not a significant difference in the mean score for the T5 key action between the fall formal observation (M=2.74; SD=.864) and spring formal observation (M=2.96, SD=.706); t(22) = (-1.00), p=.328. There was not a significant difference in the

mean score for the T6 key action between the fall formal observation (M=2.74; SD=1.010) and spring formal observation (M=2.78, SD=.736); t (22) = (-.225), p=.824. There was not a significant difference in the mean score for the T7 key action between the fall formal observation (M=3.22; SD=.600) and spring formal observation (M=3.26, SD=.689); t (22) = (-.272), p=.788. There was not a significant difference in the mean score for the T8 key action between the fall formal observation (M=3.09; SD=.900) and spring formal observation (M=3.26, SD=.689); t (22) = (-.778), p=.445. There was not a significant difference in the mean score for the T9 key action between the fall formal observation (M=2.83; SD=.937) and spring formal observation (M=2.70, SD=.876); t (22) = (-.925), p=.365. Overall, there was not a significant difference in the mean score for the average fall formal observation score (M=2.85; SD=.591) and average spring formal observation score (M=2.96, SD=.442); t (22) = (-.925), p=.365. While teachers showed mean improvement on seven of the nine key action areas, none of these changes were significantly different ($p<.05$).

Table 13

Paired t-test—Formal Observation Scores

Variable		Mean	N	Std. Deviation	*t*	*df*	Sig. (2-tailed)
Pair 1	T1FallFormal	2.65	23	.885	.000	22	1.000
	T1SpringFormal	2.65	23	.573			
Pair 2	T2FallFormal	2.96	23	.638	-1.57	22	.129
	T2SpringFormal	3.26	23	.619			
Pair 3	T3FallFormal	2.61	23	.722	-1.31	22	.203
	T3SpringFormal	2.83	23	.650			
Pair 4	T4FallFormal	2.87	23	.920	-.569	22	.575
	T4SpringFormal	2.96	23	.562			
Pair 5	T5FallFormal	2.74	23	.864	-1.00	22	.328
	T5SpringFormal	2.96	23	.706			
Pair 6	T6FallFormal	2.74	23	1.010	-.225	22	.824
	T6SpringFormal	2.78	23	.736			
Pair 7	T7FallFormal	3.22	23	.600	-.272	22	.788
	T7SpringFormal	3.26	23	.689			
Pair 8	T8FallFormal	3.09	23	.900	-.778	22	.445
	T8SpringFormal	3.26	23	.864			
Pair 9	T9FallFormal	2.83	23	.937	.549	22	.589
	T9SpringFormal	2.70	23	.876			
Pair 10	AverageFallFormal	2.85	23	.591	-.925	22	.365
	AverageSpringFormal	2.96	23	.442			

R2. How have self-reflection ratings changed from fall to spring for all teachers?

A paired t-test was conducted to compare the nine key action mean ratings from the pre self-assessment and post self-assessment (see Table 14). There was a significant difference in the mean score for the T1 key action between the pre self-assessment (M=2.65, SD=.935) and post self-assessment (M=3.17, SD=.717); t(22) = (-2.51), p=.020. There was not a significant difference in the mean score for the T2 key action between the pre self-assessment (M=3.13, SD=.694) and post self-assessment (M=3.39, SD=.694); t(22) = (-1.36), p=.186. There was a significant difference in the mean score for the T3 key action between the pre self-assessment (M=2.83, SD=.834) and post self-assessment (M=3.13, SD=.757); t(22) = (-2.07), p=.050. There was a significant difference in the mean score for the T4 key action between the pre self-assessment

(M=3.04, SD=.878) and post self-assessment (M=3.48, SD=.593); t(22) = (-3.14), p=.005. There was a significant difference in the mean score for the T5 key action between the pre self-assessment (M=2.78, SD=.902) and post self-assessment (M=3.26, SD=.689); t(22) = (-3.44), p=.002. There was a significant difference in the mean score for the T6 key action between the pre self-assessment (M=2.70, SD=.822) and post self-assessment (M=3.04, SD=.706); t(22) = (-2.33), p=.029. There was a significant difference in the mean score for the T7 key action between the pre self-assessment (M=2.87, SD=.920) and post self-assessment (M=3.26, SD=.689); t(22) = (-2.85), p=.009. There was a significant difference in the mean score for the T8 key action between the pre self-assessment (M=3.09, SD=.920) and post self-assessment (M=3.35, SD=.573); t(22) = (-2.31), p=.030. There was a significant difference in the mean score for the T9 key action between the pre self-assessment (M=2.87, SD=.869) and post self-assessment (M=3.17, SD=.778); t(22) = (-2.29), p=.031. Overall, there was a significant difference in the average score for the pre self-assessment (M=2.88; SD=.686) and post self-assessment (M=3.25, SD=.583); t (22) = (-3.93), p=.001. The paired t-tests for eight of the nine key actions were significant. The only comparison that failed to reach the $p<.05$ alpha level was for the T2 key action. As expected, post-test mean scores were consistently higher than pretest mean scores for the remaining eight key actions.

Table 14

Paired t-test—Pre/Post Self-Assessment Ratings

	Variable	Mean	N	Std. Deviation	*t*	*df*	Sig. (2-tailed)
Pair 1	T1Pre	2.65	23	.935	-2.51	22	.020
	T1Post	3.17	23	.717			
Pair 2	T2Pre	3.13	23	.694	-1.36	22	.186
	T2Post	3.39	23	.656			
Pair 3	T3Pre	2.83	23	.834	-2.07	22	.050
	T3Post	3.13	23	.757			
Pair 4	T4Pre	3.04	23	.878	-3.14	22	.005
	T4Post	3.48	23	.593			
Pair 5	T5Pre	2.78	23	.902	-3.44	22	.002
	T5Post	3.26	23	.689			
Pair 6	T6Pre	2.70	23	.822	-2.33	22	.029
	T6Post	3.04	23	.706			
Pair 7	T7Pre	2.87	23	.920	-2.85	22	.009
	T7Post	3.26	23	.689			
Pair 8	T8Pre	3.09	23	.793	-2.31	22	.030
	T8Post	3.35	23	.573			
Pair 9	T9Pre	2.87	23	.869	-2.29	22	.031
	T9Post	3.17	23	.778			
Pair 10	Average Pre	2.88	23	.686	-3.93	22	.001
	Average Post	3.25	23	.583			

R3. Based on formal observation data, did teachers grow more from fall to spring in the Instructional Rubric areas where they participated in personalized PD than they did in the areas where they did not participate?

To answer this question, a paired t-test was conducted to compare the mean change scores from fall to spring formal observations in the goal key action areas teachers focused on for personalized PD and mean change scores from fall to spring formal observations in the non-goal key action areas where that they did not focus on for

personalized PD (see Table 15). There was not a significant difference in the mean change score for formal observations in the goal key action areas (M=.065, SD=.483) and non-goal key action areas (M=.186, SD=.332); t(22) = (-.1.04), p=.307.

Table 15

Paired t-test—Formal Observations Goal/Non-Goal Areas

Variable	Mean	N	Std. Deviation	*t*	*df*	Sig. (2-tailed)
Mean change spring formal-Goal areas	.065	23	.483			
Mean change spring formal-Non-goal areas	.186	23	.332	-1.04	22	.307

R4. Based on self-reflection data, did teachers grow more from fall to spring in the Instructional Rubric areas where they participated in personalized PD than they did in the areas where they did not participate?

To answer this question, a paired t-test was conducted to compare the mean change scores from the pre- to post self-assessment scores in the goal key action areas teachers focused on for personalized PD and mean change scores from the pre to post self-assessment scores in the non-goal key action areas where that they did not focus on for personalized PD (see Table 16). There was not a significant difference in the mean change score between the from pre- to post self-assessment scores in goal areas (M=.796, SD=1.13) and pre to post self-assessment scores in non-goal areas (M=.975, SD=1.13); t(22) = (-.1.56), p=.113.

Table 16

Paired t-test—Self-Assessment Goal/Non-Goal Areas

Variable	Mean	N	Std. Deviation	*t*	*df*	Sig. (2-tailed)
Mean change post-test Goal areas	.793	23	1.13	-1.56	22	.133
Mean change post-test Non-goal areas	.975	23	1.13			

R5. Did teachers have growth from their fall to spring formal observation ratings for the key actions in the Teach domain of the City Schools' Instructional Rubric?

The frequency tables for each key action illustrate an increase of teachers in effectiveness ratings for each Teach key action between fall and spring formal observations (see Table 17). Given that all average scores for all teachers formally observed was in the developing range (2.96), this measure of central tendency is not useful in understanding the improvement in teacher effectiveness as measure by City Schools' Instructional Rubric.

The highest percentage of teachers were rated "effective" for the following key actions during the spring formal observations:

- T1: Communicate standards-based lesson objectives (13 teachers; 56.5%)
- T2: Present content clearly (13 teachers; 56.5%)
- T3: Use strategies and tasks to engage all students in rigorous work (13 teachers; 56.5%)
- T4: Use evidence-dependent questioning (16 teachers; 69.6%)

- T5: Check for understanding and provide specific, academic feedback (15 teachers: 65.2%)
- T6: Facilitate student-to-student interaction and academic talk (13 teachers; 56.5%)
- T7: Implement routines to maximize instructional time (11 teachers: 47.8%)

The highest percentage of teachers were rated “highly effective” in the key actions during the spring formal observations:

- T8: Build a positive, learning-focused classroom culture (12 teachers; 52.2%)

The highest percentage of teachers were rated “developing” in the key actions during the spring formal observations:

- T9: Reinforce positive behavior and de-escalate challenging behavior (10 teachers; 43.5%)

One teacher received “ineffective” ratings in any of the nine key actions. The highest percentage of “ineffective” scores occurred in the following key actions:

- T6: Facilitate student-to-student interaction and academic talk (1 teacher; 4.3%)
- T9: Reinforce positive behavior and de-escalate challenging behavior (1 teacher; 4.3%)

Table 17

Spring Formal Observation Ratings

Variable	Mean	Standard Deviation	Ineffective		Developing		Effective		Highly Effective		Total	
T1 Spring	2.65	0.573	0	0	9	39.1	13	56.5	1	4.3	23	100
T2 Spring	3.26	0.619	0	0	2	8.7	13	56.5	8	34.8	23	23
T3 Spring	2.83	0.650	0	0	7	30.4	13	56.5	3	13.0	23	23
T4 Spring	2.96	0.562	0	0	4	17.4	16	69.6	3	13.0	23	23
T5 Spring	2.91	0.596	0	0	5	21.7	15	65.2	3	13.0	23	23
T6 Spring	2.78	0.736	1	4.3	6	26.1	13	56.5	3	13.0	23	23
T7 Spring	3.26	0.689	0	0	3	13.0	11	47.8	9	39.1	23	23
T8 Spring	3.26	0.864	0	0	6	26.1	5	21.7	12	52.2	23	23
T9 Spring	2.70	0.876	1	4.3	10	43.5	7	30.4	5	21.7	23	23
Average Spring	2.96	0.442	0.22	0.96	5.78	25.11	11.78	51.19	5.22	22.68	23	23

R6. Did teachers have self-reflection growth in the Teach domain?

The quantitative results of the Teach Post Self-Assessment showed an increase in the ratings that teachers gave themselves in evaluating their effectiveness as measured by the City Schools' Instructional Rubric (see table 18). Given that all mean scores for all the Teach Post Self-Assessment results were in the effective range (3.0—3.9), the measure of central tendency is not useful in understanding the ratings that teachers gave themselves.

Of the respondents (n=23), the highest percentage of teachers ranked themselves as "effective" for the following key actions:

- T1: Communicate standards-based lesson objectives (11 teachers; 47.8%)

- T3: Use strategies and tasks to engage all students in rigorous work (10 teachers 43.5%)
- T5: Check for understanding and provide specific, academic feedback (11 teachers; 47.8%)
- T6: Facilitate student-to-student interaction and academic talk (12 teachers; 52.2%)
- T7: Implement routines to maximize instructional time (11 teachers; 47.8%)
- T8: Build a positive, learning-focused classroom culture (13 teachers: 56.5%)

There was an even percentage of post self-assessment ratings for both "developing" and "effective" for the following key actions:

- T9: Reinforce positive behavior and de-escalate challenging behavior (9 teachers; 39.1%)

The highest percentage of teachers rating themselves as "highly effective" occurred for the following key actions:

- T2: Present content clearly (11 teachers: 47.8%)
- T4: Use evidence-dependent questioning (12 teachers; 52.2%)

No more than five teachers rated themselves as "developing" in any of the nine key actions. The highest percentage of "developing" scores occurred in the following key actions:

- T3: Use strategies and tasks to engage all students in rigorous work (5 teachers: 21.7%)
- T6: Facilitate student-to-student interaction and academic talk (5 teachers: 21.7%)

- T9: Reinforce positive behavior and de-escalate challenging behavior (5 teachers: 21.7%)

No teachers rated themselves as "ineffective" in any of the nine key actions.

Table 18

Teach Post Self-Assessment Ratings

Variable	Mean	Standard Deviation	Ineffective		Developing		Effective		Highly Effective		Total	
T1 Post	3.17	0.717	0	0	4	17.4	11	47.8	8	34.8	23	100
T2 Post	3.39	0.656	0	0	2	8.7	10	43.5	11	47.8	23	100
T3 Post	3.13	0.757	0	0	5	21.7	10	43.5	8	34.8	23	100
T4 Post	3.48	0.593	0	0	1	4.3	10	43.5	12	52.2	23	100
T5 Post	3.26	0.689	0	0	3	13.0	11	47.8	9	39.1	23	100
T6 Post	3.04	0.706	0	0	5	21.7	12	52.2	6	26.1	23	100
T7 Post	3.26	0.689	0	0	3	13.0	11	47.8	9	39.1	23	100
T8 Post	3.35	0.573	0	0	1	4.3	13	56.5	9	39.1	23	100
T9 Post	3.17	0.778	0	0	5	21.7	9	39.1	9	39.1	23	100
Average Post	3.25	.583	0	0	3.22	13.98	10.78	46.86	9	39.12	23	100

R7. Did personalized PD support teacher goals and preferred presentation methods as outlined in their IDP?

Teachers chose two goals to revise in their IDPs after a conversation with a qualified observer about their fall formal observation ratings to set goals. Teachers chose from the key actions in the Teach domain of the Instructional Rubric to create their goals. The following key actions had the highest percentage of teachers who chose them for their IDP goals:

- T9: Reinforce positive behavior and de-escalate challenging behavior (7 teachers; 31%)
- T6: Facilitate student-to-student interaction and academic talk (4 teachers; 18%)
- T3: Use strategies and tasks to engage all students in rigorous work (3 teachers; 14%)

The frequency distribution of this data is presented in Table 19.

Table 19

IDP Goals Frequency Table

Variable	Number of teachers	Percent
T1	1	4%
T2	0	0%
T3	3	14%
T4	2	8%
T5	2	8%
T6	4	18%
T7	2	8%
T8	2	8%
T9	7	31%

After choosing their IDP goals, teachers chose 2-3 activities to participate in during personalized PD (see Table 20). The following activities had the highest percentage of teachers who chose them for their IDP activities:

- Book study (12 teachers; 52%)
- PLC: Problem of Practice (10 teachers; 43%)
- Peer observations (7 teachers; 30%)

Table 20

Personalized PD Activities Frequency Table

Variable	Number of Teachers	Percent
Book study	12	52%
Online PD	5	22%
Peer observations	7	30%
PLC: Looking at student work	6	26%
PLC: Lesson Study	6	26%
PLC: Problem of Practice	10	43%

At the end of each personalized PD activity, teachers completed an evaluation survey to provide their feedback regarding the presentation and usefulness of the activity. These scores reflect the average of total scores from the evaluations that teachers completed after each personalized PD activity (see Table 21). Overall, 87% of teachers either agreed or strongly agreed with the statement that personalized PD activities were well-planned and well facilitated. Of the total results, 11% of teachers neither agreed nor disagreed with the statement that personalized PD activities were well-planned and well facilitated. 2% of teachers either disagreed or strongly disagreed with the statement that personalized PD activities were well-planned and well facilitated.

Overall, 83% of teachers either agreed or strongly agreed with the statement that personalized PD activities provided me with additional strategies to improve my practice. Of the total results, 13% of teachers neither agreed nor disagreed with the statement personalized PD activities provided me with additional strategies to improve my practice. 4% of teachers disagreed or strongly disagreed with the statement that personalized PD activities provided me with additional strategies to improve my practice.

Teachers also had an opportunity to rate if personalized PD activities supported their learning towards their personalized learning goals (see Table –). Of the total results, 85% of teachers either agreed or strongly agreed with the statement that personalized PD activities supported their learning towards my personalized learning goals. 11% of teachers neither agreed nor disagreed with the statement that personalized PD activities supported their learning towards their personalized learning goals. 4% of teachers either disagreed or strongly disagreed with the statement that personalized PD activities supported their learning towards their personalized learning goals.

Table 21

Summary of Personalized PD Evaluation Ratings

Variable	Disagree/Strongly disagree	Neither agree nor disagree	Agree/Strongly agree
PPD1	2%	11%	87%
PPD2	4%	13%	83%
PPD3	4%	11%	85%

Qualitative Findings

Several teachers provided feedback regarding how personalized PD at Henderson-Hopkins helped them teach effectively to support their goals as outlined in their IDP. One teacher stated, “Continue to be responsive to the needs of the staff. Like the fact that we are asked what we need and then the PD is designed around our needs.” “I like the topics being shared this year. They are more relevant to our daily undertakings as a teacher and more applicable in the classroom.” One theme that emerged from the qualitative responses regarding how personalized PD helped teachers teach effectively was the *self-reflection* process (n=11). Teachers mentioned that they liked setting and accomplishing

goals and reflecting on their work upon completion of the activity. Some teachers mentioned the Instructional Rubric as a tool in their self-reflection process in their responses. One teacher said, “The rubric is a huge help in understanding how I can improve as a teacher.” Another teacher remarked, “This process helps build my teaching tool box to ensure teaching and learning. It’s been a struggle since NOV 27th and I actually graded myself low on T8 and T9. This process allows a lot of self-reflecting to improve my craft.” A third teacher summarized the experience by saying, “Through my JHU coursework and my personalized professional development programming at HHPS, I have the opportunity to reflect on my teaching practices and make the adjustments necessary to improve teaching and learning.”

Another theme that emerged from responses regarding how personalized PD helped them teacher was *learning* (n=9). Some teachers described specific concerning instructional practices. In describing the impact of personalized PD on instructional practice, one teacher said, “[the] activities on objective writing and SFA training is now incorporated into my everyday planning, instruction, and assessment.” Other teachers described strategies to help them with their classroom climate and culture. For example, one teacher wrote, “Personalized professional development has taught me to smile more at my students (especially when they enter into the room in the morning), try to ignore negative behaviors if the student is not a danger to his/herself or others, and try not to escalate when student exhibit negative/distracting behaviors during the lesson (stay calm, breathe, and/or count before addressing the behavior).”

Numerous teachers discussed *collaboration* as a specific component of personalized PD that helped them teach effectively (n=12). In describing the personalized

PD experience, one teacher stated, *"*It gives me a safe space to try out new ideas and to collaborate with colleagues about best practices. Since it is real time and interactive, it really is able to meet the needs as they arise." Another teacher remarked, "Working with other veteran teachers to understand what some of these T's look like in their classroom has been very helpful. Seeing what an effective classroom looks like and operates is very enlightening as well." A third teacher described how their teacher team worked together with the following synopsis of a personalized PD PLC group:

> We had a lot of collaboration done as a cluster. Data analysis and action was taken were carefully analyzed by the group. We were able to formulate groups or lists of students based on data and other essential information. The day was productive and a lot of plans were met and accomplished.

Teachers also provided specific, concrete and actionable feedback regarding ho personalized PD at Henderson-Hopkins could be improved. Teachers provided feedback to support their needs as an adult learner. *Personalization* (n=6) was referenced several times as a tool through which PD job-embedded and learner-centered. Specifically, one teacher stated that personalized PD **"**could be personalized to meet the needs of specific teachers or teams." Another teacher remarked, "I am looking forward to a more personalized PD, which is significant to my area or our areas."

Programmatically, several teachers referenced the addition of *mentoring* (n=7) to the Henderson-Hopkins school community to support new teachers. One teacher suggested, "Maybe having a mentor teacher in the cluster or side of the school that is paired with new teachers would have been helpful as a first year." Another teacher stated,

"More frequent activities and mentor-mentee based programming implemented during NTI, PD and throughout the year will be very vital to new teachers to teaching and to Henderson-Hopkins." Teachers also recommended that they have more opportunities for continued collaboration. As one teacher said, "I really like the small mini PDs. I would like more of those. I would also like to talk with other teachers as a way to get ideas about how to improve in the Ts."

Another limitation to personalized PD activities was *time constraints* (n=7). Teachers mentioned feeling overwhelmed due to demands upon their time and the number of tasks they had to complete. Teachers reported that they valued the time and opportunity to learn from one another, but they also felt external pressure to prioritize other activities and job responsibilities. To emphasize this point, one teacher reported, "There is a feeling that, while these strategies are helpful and can improve our practice, teachers are being given more work to do and deadlines to meet. Some have expressed that with SFA calendars, data, SLOs, formal observations, bulletin boards, and various meetings, using a planning period to observe a teacher, and more time to makeover our classrooms is overwhelming."

Conclusions

There were three major findings that appeared as a result of the project: (a) some evidence of improvement in teacher effectiveness for key actions goals as measured by both formal observations and self-assessment ratings, with self-assessment scores improving more than formal observation; (b) no quantitative support of improvement in areas where they set goals as measured by their formal observation ratings and self-assessment ratings compared to areas where they did not set goals; and (c) qualitative

feedback from teachers suggesting there was perceived value from teachers in engaging in personalized goal-setting, personalized PD activities, and learning from their teacher peers.

The change between fall and spring formal observation scores did not yield significant change, but the difference in pre to post self-assessment scores yielded a significant change in eight out of nine key action areas. There was no statistically significant difference between the fall and spring formal observation scores for any of the nine key action areas. However, there was a 10% improvement in mean teacher effectiveness score as measured by the increase from fall to spring formal observations. Conversely, there was a significant change between teachers' ratings of their professional practice as measured by the pre and post administration of the self-assessment in all key action areas except one (T2: Present content clearly) and there was a 37% improvement between teachers' self-perceptions of their effectiveness as measured by the increase between the pre-assessment and post-assessment. Moreover, there was a higher percentage of teachers who ranked themselves as "effective" or "highly effective" throughout all nine key actions for the post-assessment. It is interesting to note that the change in formal observation scores was not as high as teacher self-assessment data even though the Instructional Rubric was used by both the teachers and the qualified observer as the evaluation tool. These results suggest that teachers have a more positive perception of improvement in their effectiveness as compared to the findings gleaned from the qualified observer during the formal observation. This data shows that teachers supported the notion that personalized PD was moving teachers in the right direction, though

teachers did not demonstrate enough progress during their formal observation to approach significance with the analyses being used.

Second, findings from the data show that the improvement in the key action areas that teachers did not set goals and focus on for personalized PD activities were greater than the improvement in the key action areas that teachers did set goals and focus on for personalized PD. There was no statistical significance between the mean change scores for formal observations in key actions areas where teachers had set a goal and mean change scores for key actions areas where teachers had not set a goal. Similarly, based on the self-assessment data, there was no statistical significance between the mean change scores for pre to post self-assessment scores in key actions areas where teachers had set a goal and mean change scores for pre to post self-assessment scores areas where teachers had not set a goal. This may be attributed to teachers choosing to set goals in key actions areas where they were already rated "effective" or "highly effective", thereby limiting opportunities to demonstrate growth. Another potential contributing factor to this occurrence is related to the choices teachers made in setting goals. For example, seven teachers chose the T9: Reinforce positive behavior and de-escalate challenging behavior key action a goal area, and there were several book studies, the Problem of Practice PLC, and peer observation opportunities to support learning for this key action. Despite this, the highest percentage of teachers were rated as developing (43.5%) for this key action during the spring formal observation. These results suggest that this is an area where additional interventions and supports are needed school-wide to address this issue beyond personalized PD.

Finally, the feedback from teachers suggested there was perceived value from teachers in engaging in personalized goal-setting, personalized PD activities, and learning from their teacher peers. Teachers gave positive feedback in evaluating the personalized PD activities. Teachers responded positively to using district mandated tools originally designed for teacher evaluation as tools in their learning and reflection process. Even though there was an expressed concern regarding the limited time of the project and competing demands regarding other teacher responsibilities vying for teacher's time and attention, teachers seemed to value the intentionality through which the project was designed to be job-embedded and not an "add-on" or "separate" responsibility. Teacher responded positively to the voice they had in developing their IDP goals, choice they had in designing their personalized PD activities based on the learning activities menu. Most teachers chose to participate in personalized PD activities that were collaborative in nature (i.e. PPLCs, book studies), and they expressed the value of learning instructional strategies and classroom management techniques from one another in an informal, non-evaluative setting. This demonstrates that teachers began to forge professional relationships with one another and view one another as "experts to learn from". In short, this descriptive data regarding the personalized PD experience supports teacher perceptions regarding the positive value and usefulness of the experience.

Discussion

The literature agrees that quality PD is vital to educational reform; this is most especially true in efforts to transform schools into 21st century educational communities (Ertmer & Ottenbreit-Leftwich, 2010; Martin, Strother, Beglau, Bates, Reitzes, & McMillan Culp, 2010). However, the findings from this project do not support the value

of personalized PD in its initial form. Across these theoretical perspectives integrated into this project was the use of a collaborative framework through which teachers interact with their peers to deepen their knowledge and understanding (Knowles, 1973; Vygotsky, 1978; Powell & Kalina, 2009). Since teachers demonstrated improvement across the nine key action areas, one unintended byproduct in the design of this project is that teachers through teachers' interactions in a collaborative setting, may have begun to copy and emulate the actions and behaviors of one another once they returned to their individual classrooms.

Even though the application of social cognitive theory in the implementation of this personalized PD model included a mechanism for teachers to set and track goals and to develop a plan of action to achieve their goals (Schunk, 1989), the data from this project showed the teachers improved more in the areas where they did not set goals as opposed to the key action areas where they did set goals. Whereas personalization supports the self-directed learner who has choice in designing his or her learning path (Ley, Kump, & Gerdenitsch, 2010) and this principle is aligned with andragogy and social constructivism in that teachers had the opportunity to choose issues and topics to study that they deem relevant to their work (Knowles, 1980), the findings from this project also showed that teachers also demonstrated more improvement in T2: Present content clearly, which was the only key action area where no teacher had set a goal for improvement and personalized PD activities were offered. This calls into question the quality of the programming in the personalized PD activities, as well as amount of time allocated to teachers to work on their personalized PD activities as opposed to school-wide or district-wide PD activities.

This project relied heavily on the application of andragogy as the theoretical perspective that drove the design and implementation of the personalized PD project. While the concept of andragogy has had "an enormous and far-reaching influence on the field of adult education practice" (Brookfield, 1986, p. 201), critics argue that andragogy is still an emergent theory, and that Knowles' assumptions seem to be more situational than commonplace (Merriam, Caffarella, & Baumgartner, 2007). When addressing critiques regarding the theory, Knowles, (2005) himself pointed out that andragogy is a "conceptual framework that serves as a basis for an emergent theory", not a complete theory. He also says that andragogy "needs further research" (p. 231). Given the challenges of measuring interactively dynamic processes like learners, learning, and environment in the context of professional development for adults, empirical validation will remain elusive.

For personalized PD to fulfill its intended effect of increasing teacher effectiveness, it is evident that additional components need to be added into the overall project design. Based on a review of the literature regarding best practices for PD, as well as the feedback gained from teacher's evaluation of this project, one concrete need to support a higher level of effectiveness in the personalized PD experience for teachers is the addition of a mentoring/ instructional coaching program. In recent years, several large urban school districts, including Los Angeles, Philadelphia, and New York, in addition to many reform model providers – e.g., America's Choice (Poglinco, et al., 2003) and High Performing Learning Communities (Geiser & Berman, 2000) – have relied on instructional coaches to support the implementation of school reform efforts. According to these studies, coaching helps to address many of the challenges in providing

effective PD programming, as research repeatedly shows that reforms are not self-implementing (Cuban, 1990; Sarason, 1990) nor do they penetrate predictably or frequently into classroom instruction (Elmore, Peterson, & McCarthy, 1996). Highly quality "job embedded" PD is sustained, relevant, actively engaging, standards-based, and focused on practice (Garet, Porter, Desimone, Birman, & Yoon, 2001) and requires learning opportunities that are built into the on-going work of educators. Instructional coaches can complement the "job-embedded professional development" model, by observing and providing feedback to teachers in a non-evaluative manner to help teachers refine and enhance their classroom practice (Knight, 2008).

To tie the mentoring/coaching program to the theoretical frameworks that undergird this project, a Cognitive Coaching model would be used to support teachers and provide them with real-time feedback and support. Cognitive Coaching is a process during which teachers participate in reflection conversations and activities with their instructional coach to explore the thinking behind their practices (Edwards, 2014). Rooted in the clinical supervision theories of Goldhammer & Cogan, Cognitive Coaching supports the enhancement of teachers' intellectual growth (Costa & Garmston 1985; Garmston 1990), as these coaches use their coaching skills and instructional expertise to help cultivate a cycle of continuous improvement that fosters teachers' abilities to make changes in their thinking and teaching (Edwards, 2014). The addition of Cognitive Coaching will also support need for additional time provided to teachers as they engage in the learning process, as well as access to an "expert" who can provide them with specific feedback and recommendations regarding their personalized goals and areas of focus.

Limitations

Three limitations were identified with this project (a) evaluation design; (b) sample size; and (c) dosage of time.

Evaluation Design. One limitation of this project design rests in the evaluation design protocol. Evaluation literature suggests use of random control trials as the most accurate method to link internal and external validity (Henry, 2010). However, the reality in research is that participation and resources are restricted (Newcomer, Hatry, & Wholey, 2010). In the case of this project, the lack of randomization and of control may introduce sampling bias and make any statement that generalizes the findings to the population less valid. Therefore, the results may or may not be indicative of what would happen if this project was replicated on a larger scale (Creswell, 2013). In larger projects regarding the effectiveness of personalized PD in Baltimore City Schools, it may be advantageous to use district-wide data regarding teacher effectiveness on the Baltimore City Schools Instructional Rubric to generate a comparison group to add rigor to the evaluation design.

Sample size. The small number of teachers at Henderson-Hopkins limited this study as the findings could not be generalizable to the larger population. Moreover, a small sample size meant that even directional differences in change scores weren't necessarily significant. It was recognized however, that the smaller number of teachers was preferred in the first itineration of this project because this project allowed for more active and intensive engagement from the entire full-time teaching staff of the school. A larger group than this, however, would produce more of a measurable effect. Therefore,

the goal of the overall personalized PD program for a school community (whether it is engagement versus effect) should inform the sample size.

Time limitations. Another limitation in the implementation of this project was the condensed amount of time devoted to personalized PD activities. Even though the entire project took place over the course of 9 months, only 32 hours of the project were devoted explicitly to teachers' participation in personalized PD activities. Some researchers recommend an investment of at least 50 hours of PD to see the desired change in instructional practice (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). Other researchers found that teachers with 80 hours or more of PD were significantly more likely to implement the new teaching practice they learned than teachers who had less than 80 hours of PD (Corcoran, McVay, & Riordan, 2003). The lack of time that teachers had to participate in personalized PD activities may be one reason teachers did not make the improvement expected in their goal areas. More time is recommended to see a greater improvement in teacher practice.

Practical Applications

In a large-scale study of U.S. funded projects regarding PD, researchers identified the following essential components of PD: duration (longer is better); collective participation by school, department, or grade; active learning opportunities; ties to specific content; and coherence (linkages to school goals, policies, and standards) (Garet, Porter, Desimone, Birman, & Yoon, 2001). These recommendations are non-negotiable in the design and implementation of a school's personalized PD program. To begin with, there must be a long-term commitment to time in school schedule allocated for professional development. Given the rules and regulations around teacher contracts and collective

bargaining agreements between teacher unions and school districts, the allocation of time set aside for PD may be limited. However, LEAs should take advantage of federal Title II funding available through the Every Student Succeeds Act (ESSA) to develop and implement PD programming for teachers. Having working knowledge of this policies and parameters around professional development for teachers will inform how to be creative and flexible with the implementation of a personalized PD program.

There were several components of this project that were low-cost but high-yield investments. Providing teachers with an opportunity to self-evaluate their professional practice through administering the Instructional Rubric or evaluative tool helps to frame the conversation around teacher goals and areas to focus on during PD. Reviewing the self-assessment data along with any formal observation data reports will help teachers to formulate goals and actions to support improvement in their professional practice. A macro analysis of this information conducted by the principal and school leadership team would allow the team to identify trends and patterns in teacher performance to formulate an action plan tied to teacher evaluation. This will also facilitate decisions about personalized PD activities that are authentically data-driven and informed by teacher performance.

Another approach in deepening the scope of the personalized PD model would be to apply this process to the Plan and Reflect & Adjust domains of the Instructional Framework. These domains are not currently tied to the formal evaluation process; nevertheless, the inclusion of them within the personalized PD program may be instructive in the defining the key actions of an effective teacher within the larger teacher effectiveness framework.

Allowing teachers to have full autonomy and choice in designing their goals and learning activities was a key consideration in the design and implementation of this project. To replicate this project and support long-term sustainability, it may be advantageous to limit the parameters around teacher choice. To that end, one variation is for personalized PD learning activities to be centralized around a smaller number of key actions that are aligned to overall school-wide goals for improvement. Another option is for teachers to have graduated autonomy in choosing personalized PD learning activities based on historical evidence of their highly effective performance across key actions of the Teach domain.

To expand this personalized PD model, there is a need for a financial investment by the school. Optimally, this financial investment would be used to support coaches, online PD programs, stipends for teacher leaders, books, and the addition of a staff member who serves as a staff developer for the personalized PD program. Their primary responsibilities would include coordinating of personalized PD activities, developing and maintaining partnerships with external coaches and program providers, and serving as the liaison between teachers and qualified observers throughout the design and implementation of the program. To save money, it would be advantageous for a school to invest strategically in 1-2 PD presentation models so that teachers still have choice, albeit more limited in scope. However, cultivating partnerships among schools would allow schools to pool resources and offer personalized PD activities to more educators at scale.

Without question, for the clear majority of teachers, the definitive indicator of being a better teacher is their ability to improve student learning outcomes (Guskey, 2002). In an

early study of teachers' perceptions of success, Harootunian (1980) found that, "regardless of teaching level, most teachers define their success in terms of their pupils' behaviors and activities, rather than in terms of themselves or other criteria" (p. 4). More recently, an exploration into the relationship between teachers' perception of their effectiveness was inextricably linked to the level of impact they had on student achievement outcomes (Munoz, Scoskie, & French, 2013; van Uden, Ritzen, & Pieters, 2013). What sustains teachers' interest, investment, and engagement in PD is their hope that it will increase their knowledge and skills, contribute to their professional growth, and improve their effectiveness with students (Garet, Porter, Desimone, Birman, & Yoon, 2001; Joyce & Showers, 2002; Battersby & Verdi, 2015). On a practical level, what teachers hope to receive through their participation in PD are specific, concrete, and practical ideas that directly relate to the day-to-day operations of their classrooms (Fullan & Miles, 1992; Garet, Porter, Desimone, Birman, & Yoon, 2001; Joyce & Showers, 2002; Battersby & Verdi, 2015). Any PD program that fails to address these needs is unlikely to succeed in their goal of increasing teacher effectiveness. Because this project was exclusively focused on the teacher learning outcomes, personalized PD must be able to articulate its outcomes regarding data that indicate changed teaching practices and improved student learning. Additional metrics must be added to truly evaluate the connection between PD, teacher effectiveness, and student achievement.

The implementation of the personalized PD project required a shift in the way in which a school community prioritized the needs of the adult learner within the context of their unique learning needs and primary responsibility to increase student achievement outcomes. This change in practice, if left to germinate and take root in the school

community, may show the tangible correlation between PD and student achievement. However, with all change comes a certain degree of skepticism, as one anticipates the next change or innovation to come through the door and cast the "old" idea into the sea of novelty. Of all aspects of PD, sustaining change is perhaps the most ignored. Therefore, to be effective in supporting lasting change, PD must be a continuous and ongoing process, not a series of events (Guskey, 2002; Hawley, & Valli, 2000; Desimone, 2009), as learning to be proficient at something new or finding meaning in a new way of doing things is difficult and has its challenges (Fullan, 2007). Any change that holds great potential for increasing individuals' competence or augmenting an organization's effectiveness is likely to be slow and require extra effort (Fullan, 2007; Schifter, 2016).

In conclusion, the design, implementation, and subsequent results of this personalized PD project supports the value of devoting time and attention to the needs and interests of teachers through the inclusion of personalized 21st century PD programming. As this project demonstrated on a small scale, there is evidence to support that personalized PD programming contributed to an increase in overall teacher effectiveness. There is a need to learn more about the intersection of personalization and PD to had better ascertain a better balance of frequency and dosage of content to support improvement in specific goal areas. In all, more attention needs to be given to the topic of personalized PD, as any mechanism to increase teacher effectiveness has the potential to have a substantial positive impact on increasing student growth and achievement, building a successful school community, and advancing progress in the education reform movement.

Appendices

Name	Title
Appendix A	City Schools' Instructional Rubric
Appendix B	Teach Pre Self-Assessment
Appendix C	IDP Directions
Appendix D	Personalized PD Activity Menu
Appendix E	Personalized PD Reflection Survey
Appendix F	Teach Post Self-Assessment
Appendix G	Sample IDP
Appendix H	Data Summary Matrix

Appendix A: The Teach Domain of the City Schools' Instructional Rubric

TEACH 1. Communicate standards-based lesson objectives[16]

T1 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• *Communication of objective* • *Communication of objective's significance* • *Communication of criteria for meeting objective* • *Student understanding of objective*	In addition to all of the elements in Level 3, Level 4 includes: • Teacher facilitates a discussion of the lesson objective, its significance[17] and/or how it applies to students' long-term academic and/or other goals. • When prompted, students can explain the objective, its significance and/or how it applies to their long-term academic and/or other goals.	• Teacher clearly communicates lesson objective to students using developmentally appropriate language. • Teacher clearly explains the significance of the lesson objective. • Teacher shares clear criteria for meeting lesson objective. • When prompted, students can explain the objective in their own words and the criteria for meeting it.	• Teacher communicates lesson objective but it is unclear to students, and/or teacher uses developmentally inappropriate language. • Teacher explains the significance of the objective, but the explanation is unclear or partial. • Teacher shares criteria for meeting lesson objective, but they are unclear to students. • When prompted, students can only retell the objective.	• Teacher does not communicate lesson objective to students. • Teacher does not explain the significance of the objective. • Teacher does not share criteria for meeting lesson objective. • When prompted, students cannot retell the objective.

16 While introduction of a lesson objective typically happens at the beginning of a lesson, all descriptors can happen throughout a lesson, not just at the beginning.
17 An objective's significance could include connection to standards, relationship to the course's long-term goals, cross-curricular connections, real-world applications and connections to prior or future learning.

Instructional Framework and Rubric Handbook 2012-13

TEACH 2. Present content clearly

T2 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• *Accuracy of content* • *Emphasis of key points* • *Alternate presentation of content when needed* • *Modeling of academic language* • *Modeling engagement with texts and tasks* • *Clear instructions*	In addition to all of the elements in Level 3, Level 4 includes: • Teacher makes connections across disciplines in presentation of content.	• Teacher presents accurate grade-level content. • Teacher emphasizes important points to focus learning of content. • Teacher presents content in various ways to make content clear.[18] • Teacher consistently models academic vocabulary and standard grammatical structures. • Teacher explicitly and thoroughly models[19] how to engage with texts and/or tasks to prepare students to do so independently. • Teacher's instructions are clear to all students.	• Teacher presents mostly accurate grade-level content with minor inaccuracies that do not hinder student learning of content. • Teacher sometimes emphasizes important points to focus learning of content. • Teacher attempts to present content in various ways, but attempts do not make content clear. • Teacher inconsistently models academic vocabulary and standard grammatical structures. • Teacher models how to engage with texts and/or tasks, but it does not prepare students to do so independently. • All students understand instructions after multiple clarifications.	• Teacher presents inaccurate content that hinders student learning of content or content is not on grade level. • Teacher does not emphasize important points to focus learning of content. • Teacher does not present content in various ways. • Teacher does not model academic vocabulary and standard grammatical structures. • Teacher does not model how to engage with texts and/or tasks. • Students are confused because instructions are unclear.

18 Examples include, but are not limited to, using diagrams, video clips, graphic organizers and manipulatives.
19 Not every text and task must be modeled, but modeling may be appropriate when students have not been exposed to the material and/or will be expected to engage with a similar text or task independently.

TEACH 3. Use strategies and tasks to engage all students in rigorous work

T3 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• *Purposeful tasks* • *Scaffolded and differentiated tasks* • *Opportunities to engage with complex texts and rigorous tasks* • *Student application of prior skills and learning* • *Student perseverance*	In addition to all of the elements in Level 3, Level 4 includes: • Teacher provides students with choices, and students are able to self-select strategies and tasks that best fit their learning needs and learning levels.	• All tasks have a clear and intentional purpose. • Teacher provides access to grade-level material for all students[20] by scaffolding[21] and/or differentiating[22] tasks. • Students have opportunities and time to grapple[23] with complex texts and/or rigorous tasks. • Students independently apply foundational skills and prior learning to complex texts and/or rigorous tasks. • Almost all students persevere through complex texts and/or rigorous tasks.[24]	• Some tasks have a clear, intentional purpose. • Teacher attempts to scaffold and differentiate tasks for instructional groups, but not all students receive tasks that support them in accessing complex texts and rigorous tasks. • Students have opportunities to engage with complex texts and rigorous tasks superficially. • Students struggle to independently apply foundational skills and prior learning to complex texts and/or rigorous tasks, or teacher gives limited opportunities for students to apply foundational skills and prior learning. • Some students persevere through complex texts and/or rigorous tasks, while others do not have the strategies or willingness to do so.	• For the most part, tasks do not have a clear, intentional purpose. • Teacher does not scaffold or differentiate tasks to support students in accessing complex texts and rigorous tasks. • Students have rare or no opportunities to engage with complex texts and rigorous tasks. • Students cannot apply foundational skills and prior learning to complex texts and/or rigorous tasks, or teacher does not give opportunities for students to apply foundational skills and prior learning. • Students demonstrate little ability or willingness to persevere through complex texts and/or rigorous tasks and easily give up.

20 This does not mean that the teacher always differentiates for each student, but rather that each student may be placed in an appropriate instructional group and receive work tailored to the instructional group that meets his/her needs. Instructional groups can be determined based on various student characteristics. Examples of instructional grouping include, but are not limited to, skill levels, interests and ability levels.
21 Appropriate scaffolding does not mean teachers scaffold every task. Teachers scaffold only when the complexity of the task and/or students' prior knowledge requires scaffolding.
22 Differentiation's primary goal is accessibility to rigorous content for all students. Although process, content or task may be altered to provide access to different students, the differentiated task should lead all students to produce work at the level of rigor that the standard requires.
23 When students grapple with a text or task, they should go through a "productive struggle," not a struggle so overwhelming that they are unable to work through it.
24 Students can draw on strategies and resources to support them in accessing a challenging text or task. Examples include, but are not limited to, students using a resource text, class notes or manipulatives while working on an assignment.

TEACH 4. Use evidence-dependent questioning

T4 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• *Questions that push thinking* • *Questions requiring justification* • *Questions at key points* • *Clear and scaffolded questions* • *Wait time* • *Appropriate student response*	In addition to all of the elements in Level 3, Level 4 includes: • Questions that push thinking • Questions requiring justification • Questions at key points • Clear and scaffolded questions • Wait time • Appropriate student response	• Teacher poses questions that move students beyond their current level of thinking. • Teacher asks questions that require students to cite evidence[25] and clearly explain their thought processes. • Teacher asks questions at key points[26] throughout the lesson. • Teacher asks questions that are clear and scaffolded. • Teacher provides appropriate wait time.[27] • Teacher encourages and expects students to provide correct and/or appropriate responses.	• Teacher poses questions that engage students in the material but do little to move students beyond their current level of thinking. • Teacher asks questions that require students to explain their thought processes but do not require them to cite evidence. • Teacher asks questions infrequently or in excess. • Teacher asks questions that are somewhat unclear to students or lack scaffolding. • Teacher provides wait time, but it may be too long or too short to be effective. • Teacher accepts some responses that are incorrect and/or inappropriate.	• Teacher's questions do not engage students in the material or move students beyond their current level of thinking. • Teacher does not ask questions that require students to cite evidence or explain their thought processes. • Teacher does rarely or never asks questions during the lesson. • Teacher asks questions that are confusing to students and are not scaffolded. • Teacher does not provide wait time for students to generate responses to questions. • Teacher accepts any response, even if it is incorrect or inappropriate.

25 When applicable, questions should be text-based, and responses should include evidence grounded in the text. Beyond citing from a text, examples of citing evidence include, but are not limited to, prior learning, observed patterns and applications of problem-solving strategies to similar contexts.
26 Key points are pivotal moments when questioning can highlight prioritized content, concepts and/or student understanding. Questioning at key points also supports the forward movement of the lesson.
27 Wait time allows adequate time for students to formulate a response. This does not always mean silence in the classroom. Examples include, but are not limited to, using strategies such as think-pair-share or turn-and-talk to help students process questions.

TEACH 5. Check for understanding and provide specific, academic feedback

T5 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• *Informative checks for understanding* • *Real-time adjustments when needed* • *Student misunderstandings addressed* • *Specific, academic feedback* • *Delivery of feedback at key points*	In addition to all of the elements in Level 3, Level 4 includes: • Teacher provides structures for students to engage in peer review to give one another feedback that advances learning. • Students clarify misunderstandings for their classmates, when needed.[28]	• Teacher conducts a variety[29] of checks for understanding that yield useful information at key points[30] throughout the lesson. • When needed, teacher makes real-time adjustments when needed to lesson pacing, student tasks and/or strategies, based on information from checks for understanding. • When needed, teacher addresses student misunderstandings in a manner that clarifies the process or concept. • Teacher gives specific academic feedback[31] to communicate current progress and next steps to move forward. • Teacher provides academic feedback at key points throughout the lesson.	• Teacher attempts to conduct checks for understanding, but they are limited in variety, may not occur at key points or may not yield useful information. • When needed, teacher attempts to make real-time adjustments based on information from checks for understanding, but the adjustments may not be effective. • When needed, teacher attempts to address student misunderstandings but may not clarify the process or concept. • Teacher gives general academic feedback, but feedback may not clarify next steps to move forward. • Teacher provides academic feedback infrequently during the lesson.[32]	• Teacher does not check for understanding during the lesson, or the checks are inappropriate or ineffective. • When needed, teacher does not make real-time adjustments to lesson pacing and student tasks. • When needed, teacher does not address student misunderstandings. • Teacher does not give academic feedback.

28 For pre-kindergarten and kindergarten classrooms, it may not be developmentally appropriate for students to engage in peer review or to clarify misunderstandings for their classmates. Instead, pre-kindergarten and kindergarten teachers should model these descriptors for their students, and facilitate and scaffold relevant student conversations.
29 Checks for understanding should provide multiple ways for students to demonstrate their learning.
30 Checks for understanding at key points occur at pivotal moments in the lesson and provide an accurate pulse of the class to determine whether or not a teacher can move forward in the lesson.
31 Specific academic feedback is feedback that supports a student in understanding a concept, process or skill, and allows students to identify how they can take action to modify their work or maintain quality. Academic feedback can be tailored to address the needs of the whole class, small grouper individual students. Feedback should be based on whole or small group trends, and/or individual needs.
32 For example, feedback may only be given at the beginning or end of the lesson.

TEACH 6. Facilitate student-to-student interaction and academic talk

T6 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• *Opportunities for student-to-student interaction* • *Structures for student collaboration* • *Purposeful and flexible student groups* • *Evidence-based discussions* • *Student academic talk*	In addition to all of the elements in Level 3, Level 4 includes: • Students lead academic discussions with minimal teacher support.[33] • Students monitor their progress in group work and hold one another accountable for staying productive and on task. • Students hold one another accountable for using academic talk, when needed.	• Teacher provides multiple opportunities for student-to-student interaction. • Teacher sets up structures for student collaboration,[34] and they are effective at keeping students focused and productive with minimal teacher support. • Teacher ensures all student groups and/or pairings are strategic, purposeful and flexible, based on student characteristics. [35] • In most student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. • Students use academic talk and, when necessary, teacher consistently and appropriately supports students[36] in speaking academically.	• Teacher provides few opportunities for student-to-student interaction. • Teacher sets up structures for student collaboration, but they are ineffective at keeping students focused and productive. • Teacher ensures some student groups and/or pairings are strategic, purposeful and flexible, based on student characteristics. • In few student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. • Students sometimes use academic talk, and teacher inconsistently or inappropriately supports students in speaking academically.	• Teacher provides no opportunities for student-to-student interaction. • Teacher does not set up structures for student collaboration, and student collaboration is unfocused and unproductive. • Teacher does not ensure student groups and/or pairings are strategic, purposeful and flexible, based on student characteristics. • Students do not engage in in discussions with their peers to make meaning of content or deepen their understanding. • Students do not use academic talk, and teacher does not support students in speaking academically.

33 For pre-kindergarten and kindergarten classrooms, it may not be developmentally appropriate for students to lead academic discussions. Instead, student-led academic discussions will be heavily teacher facilitated, with significant scaffolding and teacher modeling.
34 Collaboration among students can occur in pairs or in groups. Examples of structures for pairs or groups can include, but are not limited to, discussion protocols, assignment of clear roles and responsibilities for each group member, rubrics for effective group work and sentence stems to facilitate conversation.
35 Examples include, but are not limited to, grouping students according to interest or academic performance level.
36 Appropriately supporting students should include consideration of student age and grade level and sensitivity to cultural and learning needs.

TEACH 7. Implement routines to maximize instructional time

T7 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• *Maximized instructional time* • *Smooth routines and procedures* • *Student understanding of responsibilities* • *Smooth transitions*	In addition to all of the elements in Level 3, Level 4 includes: • Students are never idle, even while teacher does administrative tasks such as taking attendance or preparing materials. • Routines and procedures run smoothly with minimal or no prompting from the teacher. • Students direct many of the transitions and routines. [37]	• Students are only idle for very brief periods of time while waiting for the teacher. • Routines and procedures run smoothly with some prompting from the teacher. • Students demonstrate they generally know their responsibilities. • Transitions are smooth with some teacher direction.	• Students may be idle for short periods of time while waiting for the teacher. • Routines and procedures are in place but require significant teacher prompting and direction. • Students demonstrate they are sometimes unclear about what they should be doing and may ask questions frequently. • Transitions are fully directed by the teacher and may be less orderly and efficient.	• Students may be idle for significant periods of time while waiting for the teacher. • There are no evident routines or procedures, so the teacher directs all of them. • Students demonstrate they are unclear about what they should be doing and ask questions constantly or do not follow teacher directions. • Transitions are disorderly and/or inefficient.

37 Teachers do not have to direct all transitions and routines in the classroom. Students can be chosen to direct transitions and routines while the teacher completes another task that supports maximizing instructional time. Examples include, but are not limited to, students collecting assignments, distributing materials or taking attendance.

TEACH 8. Build a positive, learning- focused classroom culture

T8 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• *High expectations* • *Teacher and student rapport and respect* • *Equitable contribution* • *Student ownership and participation* • *Academic risk taking*	In addition to all of the elements in Level 3, Level 4 includes: • Positive classroom culture is so well established that there is minimal need for teacher direction. • Students take on academic leadership roles that promote learning. • Teacher has strong individual relationships with students.[38]	• Teacher communicates high expectations[39] for every student. • Interactions among teacher and students demonstrate a positive rapport and mutual respect. • Teacher values input from all students and ensures that students have opportunities to contribute equitably. • Students take ownership of work and are active participants in classwork and discussions. • The classroom is a safe community for all students to take on academic challenges and risk possible failure. [40]	• Teacher communicates high expectations for some students. • Some interactions among teacher and students demonstrate a positive rapport and mutual respect while other interactions demonstrate a lack of rapport and/or respect. • Teacher values input of some students over others. • Students take ownership of work and participate in class only when teacher encourages them. • The classroom is a safe community for some students to take on academic challenges and risk possible failure.	• Teacher does not communicate high expectations. • Little to no interactions among teacher and students demonstrate a positive rapport and mutual respect. • Teacher values input of few students and/or repeatedly calls on the same students for contributions. • Few or no students take ownership of work or are active participants. • The classroom is not a safe community for most students to take on academic challenges and risk possible failure.

38 It is not an expectation that a teacher will have the same depth of relationship with all students.
39 High expectations demonstrate the belief that all students can perform at high levels academically and behaviorally.
40 Examples include, but are not limited to, students being eager to answer questions, feeling comfortable asking the teacher for help and not responding negatively when a peer answers a question incorrectly.

TEACH 9. Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior

T9 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• *Behavioral expectations* • *Feedback for positive and negative behavior* • *Off-task behavior and addressing it* • *Correction of misbehavior* • *Time impact of addressing misbehavior*	In addition to all of the elements in Level 3, Level 4 includes: • Students exhibit rare or no[41] off-task behavior[42] in the classroom, and there is rarely, if any, need to refer to behavioral expectations. • Students self-manage behavior and monitor their peers, when needed.	• Teacher's high behavioral expectations are clear to students, and teacher consistently holds students accountable for meeting those expectations. • Teacher promotes and/or reinforces positive behavior. • Students exhibit occasional off-task behavior in the classroom and easily refocus with minimal teacher prompting. • When needed, teacher appropriately addresses, redirects or de-escalates[43] student misbehavior or disruption in a manner that solves the issue. • When needed, teacher addresses behavioral issues with minimal interruption to instructional time.	• Teacher's behavioral expectations may be unclear to students and/or teacher inconsistently holds students accountable for meeting those expectations. • Teacher occasionally acknowledges positive behavior but focuses more on negative behavior. • Students exhibit frequent off-task behavior in the classroom but can refocus with teacher prompting. • When needed, teacher addresses, redirects or de-escalates student misbehavior or disruption in a manner that does not fully solve the issue. • When needed, teacher addresses behavioral issues with some interruption to instructional time.	• Teacher has low or no behavioral expectations established in the classroom. • Teacher primarily focuses on negative behavior. • Students exhibit consistent off-task behavior in the classroom. • When needed, teacher does not address or redirect student misbehavior or disruption or does so ineffectively, and the student misbehaviors continue or escalate. • Student off-task or challenging behavior causes significant interruption to instructional time.

41 Off-task behavior may be present from a student with an applicable Functional Behavior Assessment (FBA) or a Behavior Intervention Plan (BIP). In these cases, a teacher would be observed adhering to the strategies and interventions outlined by the FBA or BIP.
42 Off-task behavior is behavior that disrupts the learning of one-self or others.
43 Teacher respects students' dignity and is sensitive to students' needs when addressing misbehavior.

Appendix B: Teach Pre Self-Assessment

Teaching Self-Assessment- Fall 2015

Please complete each individual component of the rubric below by selecting the levels of proficiency that best describe your use of instructional strategies to support student learning within your content area.

1. **Full Name**

2. **Employee ID number**

3. **Grade(s) taught**
   Check all that apply.
   - [ ] Kindergarten
   - [ ] 1st grade
   - [ ] 2nd grade
   - [ ] 3rd grade
   - [ ] 4th grade
   - [ ] 5th grade
   - [ ] 6th grade
   - [ ] 7th grade
   - [ ] 8th grade
   - [ ] K-8
   - [ ] Other:

4. **Subject(s) taught**
   Check all that apply.
   - [ ] ELA
   - [ ] Math
   - [ ] Social Studies
   - [ ] Science
   - [ ] Resource
   - [ ] SPED

5. **Number of years of teaching experience**
Mark only one oval.

- ◯ less than 1 year
- ◯ 1-3 years
- ◯ 4-6 years
- ◯ 7-10 years
- ◯ 11 or more years

Page 2

TEACH 8: Build a positive, learning-focused classroom culture

6. **I communicate high expectations for every student.**
High expectations demonstrate the belief that all students can perform at high levels academically and behaviorally.
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

7. **Interactions among between me and my students demonstrate a positive rapport and mutual respect.**
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

8. **I value input from all students and ensures that students have opportunities to contribute equitably.**
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

9. **My students take ownership of work and are active participants in classwork and discussions.**
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

10. **My classroom is a safe community for all students to take on academic challenges and risk possible failure.**
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

11. **My positive classroom culture is so well established that there is minimal need for teacher direction.**
Mark only one oval.

Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
Effective – I do this well and notice consistent positive effects on student learning.
Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
Not Applicable – This does not apply to my work in school.

12. **My students take on academic leadership roles that promote learning.**
Mark only one oval.

Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
Effective – I do this well and notice consistent positive effects on student learning.
Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
Not Applicable – This does not apply to my work in school.

13. **I have strong individual relationships with students.**
It is not an expectation that a teacher will have the same depth of relationship with all students.
Mark only one oval.

Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
Effective – I do this well and notice consistent positive effects on student learning.
Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
Not Applicable – This does not apply to my work in school.

Page 3

TEACH 3: Use strategies to engage all students in rigorous work

14. **All tasks have a clear and intentional purpose.**
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

15. **I provide access to grade-level material for all students by scaffolding and/or differentiating tasks.**
This does not mean that the teacher always differentiates for each student, but rather that each student may be placed in an appropriate instructional group and receive work tailored to the instructional group that meets his/her needs. Instructional groups can be determined based on various student characteristics. Examples of instructional grouping include, but are not limited to, skill levels, interests and ability levels. Appropriate scaffolding does not mean teachers scaffold every task. Teachers scaffold only when the complexity of the task and/or students' prior knowledge requires scaffolding. Differentiation's primary goal is accessibility to rigorous content for all students. Although process, content or task may be altered to provide access to different students, the differentiated task should lead all students to produce work at the level of rigor that the standard requires.
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

16. **My students have opportunities and time to grapple with complex texts and/or rigorous tasks.**
When students grapple with a text or task, they should go through a "productive struggle," not a struggle so overwhelming that they are unable to work through it.
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

17. **My students independently apply foundational skills and prior learning to complex texts and/or rigorous tasks.**
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

18. **Almost all students persevere through complex texts and/or rigorous tasks.**
Students can draw on strategies and resources to support them in accessing a challenging text or task. Examples include, but are not limited to, students using a resource text, class notes or manipulatives while working on an assignment.
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

19. **I provide students with choices, and students are able to self-select strategies and tasks that best fit their learning needs and learning levels.**
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

Page 4

TEACH 5: Check for understanding and provide specific, academic feedback

20. **I conduct a variety of checks for understanding that yield useful information at key points throughout the lesson.**

Checks for understanding should provide multiple ways for students to demonstrate their learning. Checks for understanding at key points occur at pivotal moments in the lesson and provide an accurate pulse of the class to determine whether or not a teacher can move forward in the lesson.
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

21. **When needed, I make real-time adjustments when needed to lesson pacing, student tasks and/or strategies, based on information from checks for understanding.**

Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

22. **When needed, I address student misunderstandings in a manner that clarifies the process or concept.**

Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

23. **Teacher gives specific academic feedback to communicate current progress and next steps to move forward.**

Specific academic feedback is feedback that supports a student in understanding a concept, process or skill, and allows students to identify how they can take action to modify their work or maintain quality. Academic feedback can be tailored to address the needs of the whole class, small grouper individual students. Feedback should be based on whole or small group trends, and/or individual needs.
Mark only one oval.

- Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

24. **I provide academic feedback at key points throughout the lesson.**

Mark only one oval.

- Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

25. **I provide structures for students to engage in peer review to give one another feedback that advances learning.**

Mark only one oval.

- Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

26. **Students clarify misunderstandings for their classmates, when needed.**
For pre-kindergarten and kindergarten classrooms, it may not be developmentally appropriate for students to engage in peer review or to clarify misunderstandings for their classmates. Instead, pre-kindergarten and kindergarten teachers should model these descriptors for their students, and facilitate and scaffold relevant student conversations.
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

Page 5

TEACH 6. Facilitate student-to-student interaction and academic talk

27. **I provide multiple opportunities for student-to-student interaction.**
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

28. **I set up structures for student collaboration, and they are effective at keeping students focused and productive with minimal teacher support.**

Collaboration among students can occur in pairs or in groups. Examples of structures for pairs or groups can include, but are not limited to, discussion protocols, assignment of clear roles and responsibilities for each group member, rubrics for effective group work and sentence stems to facilitate conversation.
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

29. **I ensure all student groups and/or pairings are strategic, purposeful and flexible, based on student characteristics.**

Examples include, but are not limited to, grouping students according to interest or academic performance level.
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

30. **In most student-to-student interactions, my students engage in discussions with their peers to make meaning of content or deepen their understanding.**

Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

31. **My students use academic talk and, when necessary, I consistently and appropriately supports students in speaking academically.**

Appropriately supporting students should include consideration of student age and grade level and sensitivity to cultural and learning needs.
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

32. **My students lead academic discussions with minimal teacher support.**

For pre-kindergarten and kindergarten classrooms, it may not be developmentally appropriate for students to lead academic discussions. Instead, student-led academic discussions will be heavily teacher facilitated, with significant scaffolding and teacher modeling
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

33. **My students monitor their progress in group work and hold one another accountable for staying productive and on task**

Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

34. **My students hold one another accountable for using academic talk, when needed.**
Mark only one oval.

- ◯ Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

Appendix C: Individual Development Plan Directions

1. Review the results of your fall formal observation, the school-wide comparative data report, and/or the results of your Teach self-assessment.
2. Choose 1 academic key action and 1 classroom culture key action to focus on during personalized PD.

T1: Communicate standards-based lesson objectives
T2: Present content clearly
T3: Use strategies and tasks to engage all students in rigorous work
T4: Use evidence-dependent questioning
T5: Check for understanding and provide specific, academic feedback
T6: Facilitate student-to-student interaction and academic talk
T7: Implement routines to maximize instructional time
T8: Build a positive, learning-focused classroom culture
T9: Reinforce positive behavior and de-escalate challenging behavior

3. Complete the demographic information on the IDP.
4. In the goals section, compose an academic related goal (preferably T1-T6) and a culture related goal (preferable T7- T9).
    a. Goal statement template: By (insert deadline), I will move from (insert current level of practice) to (insert targeted level of practice) in my professional practice (insert the teach rubric domain) as measured by the Baltimore City Schools' Instructional Rubric.
        i. *Academic goal statement example:* By May 2016, I will move from developing to effective in my professional practice in T6: Facilitating student-to-student interaction and academic talk as measured by the Baltimore City Schools Instructional Rubric.
        ii. *Culture goal statement example*: By May 2016, I will move from effective to highly effective in my professional practice in T8: Building a positive, learning-focused classroom culture as measured by the Baltimore City Schools Instructional Rubric.
5. Use the Professional Learning Activities for Teachers menu to choose 4-6 learning activities to work on to support your goals. Be specific in describing the activity in relationship to your professional learning goals.
6. For each activity, set the timeline for your completion of the activity and the number of anticipated credits (if applicable).
7. In the observable outcomes section, describe the evidence that your qualified observer will see to demonstrate your work on the learning activity.

Appendix D: Personalized PD Activity Menu

Choose the personalized PD activities you would like to participate in this semester.

1. **Book Study**
   If applicable, please choose a book study group.
   Mark only one oval.

   - ◯ Teach Like a Champion
   - ◯ Not much just chillin': The hidden lives of middle schoolers
   - ◯ Checking for Understanding
   - ◯ Motivating Students Who Don't Care: Successful Techniques for Educators
   - ◯ N/A
   - ◯ Other: _____

2. **Lesson Cast online courses**
   If applicable, please choose a Lesson Cast online course. Note that these courses are worth 1 AU credit per course.
   Mark only one oval.

   - ◯ T5
   - ◯ T6
   - ◯ T8

3. **Professional Learning Communities (PLC)**
   If applicable, please choose a PLC group topic.
   Mark only one oval.

   - ◯ Learning from Student Work
   - ◯ Lesson Study
   - ◯ Problem of Practice study
   - ◯ N/A

4. **Peer Observations**
   If applicable, please describe the teacher or school that you would like to observe. Be as specific as possible. Leave blank if N/A.

   _____

   _____

5. **Other Professional Development activities**
   If applicable, please describe any professional development experiences you want to have during your PPD time. In your description, explain how the PD activity will support your IDP goal(s). Leave blank if N/A.

   _____

   _____

   _____

Appendix E: Personalized PD Reflection Survey

1. **Name** *

2. **Today's PPD sessions were well-planned and well facilitated.**
Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

3. **Today's PPD sessions have provided me with additional strategies to improve my practice.**
Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

4. **Today's PPD sessions supported my learning towards my personalized learning goals.**
Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

5. **One thing I've learned that I'm going to put into practice this week is...**

6. **One lingering question I have is...**

Comments/Suggestions

Appendix F: Teach Post Self-Assessment

1. **Full Name**

2. **Employee ID number**

3. **Highest level of education attained**
   Mark only one oval.
   - ◯ Associates' degree
   - ◯ Bachelor's degree
   - ◯ Master's degree
   - ◯ Doctoral degree

4. **Number of years of teaching experience**
   Mark only one oval.
   - ◯ less than 1 year
   - ◯ 1-3 years
   - ◯ 4-6 years
   - ◯ 7-10 years
   - ◯ 11 or more years

5. **Number of years employed at Henderson-Hopkins**
   Mark only one oval.
   - ◯ less than 1 year
   - ◯ 1 year
   - ◯ 2 years
   - ◯ 3 years
   - ◯ 4 years
   - ◯ 5 years
   - ◯ 6 years

6. **Grade(s) taught**
Check all that apply.

- [ ] Kindergarten
- [ ] 1st grade
- [ ] 2nd grade
- [ ] 3rd grade
- [ ] 4th grade
- [ ] 5th grade
- [ ] 6th grade
- [ ] 7th grade
- [ ] 8th grade
- [ ] K-8
- [ ] Other: _____

7. **Subject(s) taught**
Check all that apply.

- [ ] ELA
- [ ] Math
- [ ] Social Studies
- [ ] Science
- [ ] Special Education
- [ ] Art
- [ ] Physical Education
- [ ] Spanish
- [ ] Library

Page 2

TEACH 1. Communicate standards-based lesson objectives

While the introduction of a lesson objective typically happens at the beginning of a lesson, all descriptors can happen throughout a lesson, not just at the beginning.

8. **T1: I clearly communicate lesson objective to my students using developmentally appropriate language.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

9. **T1: I clearly explain the significance of the lesson objective.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

10. **T1: I share clear criteria for meeting lesson objective.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

11. **T1: When prompted, my students can explain the objective in their own words and the criteria for meeting it.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

12. **T1: I facilitate a discussion of the lesson objective, its significance and/or how it applies to students' long-term academic and/or other goals.**
An objective's significance could include connection to standards, relationship to the course's long-term goals, cross-curricular connections, real-world applications and connections to prior or future learning.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

13. **T1: When prompted, my students can explain the objective, its significance and/or how it applies to their long-term academic and/or other goals.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

Page 3

TEACH 2. Present content clearly

14. **T2: I present accurate grade-level content.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

15. **T2: I emphasize important points to focus learning of content.**
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

16. **T2: I present content in various ways to make content clear.**
Examples include, but are not limited to, using diagrams, video clips, graphic organizers and manipulatives.
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

17. **T2: I consistently model academic vocabulary and standard grammatical structures.**
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

18. **T2: I explicitly and thoroughly model how to engage with texts and/or tasks to prepare students to do so independently.**
Not every text and task must be modeled, but modeling may be appropriate when students have not been exposed to the material and/or will be expected to engage with a similar text or task independently.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

19. **T2: My instructions are clear to all students.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

20. **T2: I make connections across disciplines in presentation of content.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

Page 4

TEACH 3: Use strategies to engage all students in rigorous work

21. **T3: All tasks in my lessons have a clear and intentional purpose.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

22. **T3: I provide access to grade-level material for all students by scaffolding and/or differentiating tasks.**
This does not mean that the teacher always differentiates for each student, but rather that each student may be placed in an appropriate instructional group and receive work tailored to the instructional group that meets his/her needs. Instructional groups can be determined based on various student characteristics. Examples of instructional grouping include, but are not limited to, skill levels, interests and ability levels. Appropriate scaffolding does not mean teachers scaffold every task. Teachers scaffold only when the complexity of the task and/or students' prior knowledge requires scaffolding. Differentiation's primary goal is accessibility to rigorous content for all students. Although process, content or task may be altered to provide access to different students, the differentiated task should lead all students to produce work at the level of rigor that the standard requires.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

23. **T3: My students have opportunities and time to grapple with complex texts and/or rigorous tasks.**
When students grapple with a text or task, they should go through a "productive struggle," not a struggle so overwhelming that they are unable to work through it.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

24. **T3: My students independently apply foundational skills and prior learning to complex texts and/or rigorous tasks.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

25. **T3: Almost all students persevere through complex texts and/or rigorous tasks.**
Students can draw on strategies and resources to support them in accessing a challenging text or task. Examples include, but are not limited to, students using a resource text, class notes or manipulatives while working on an assignment.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

26. **T3: I provide students with choices, and students are able to self-select strategies and tasks that best fit their learning needs and learning levels.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

Page 5

TEACH 4. Use evidence-dependent questioning

27. **T4: I pose questions that move students beyond their current level of thinking.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

28. **T4: I ask questions that require students to cite evidence and clearly explain their thought processes.**
When applicable, questions should be text-based, and responses should include evidence grounded in the text. Beyond citing from a text, examples of citing evidence include, but are not limited to, prior learning, observed patterns and applications of problem-solving strategies to similar contexts.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

29. **T4: I ask questions at key points throughout the lesson.**
Key points are pivotal moments when questioning can highlight prioritized content, concepts and/or student understanding. Questioning at key points also supports the forward movement of the lesson.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

30. **T4: I ask questions that are clear and scaffolded.**
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

31. **T4: I provide appropriate wait time.**
Wait time allows adequate time for students to formulate a response. This does not always mean silence in the classroom. Examples include, but are not limited to, using strategies such as think-pair-share or turn-and-talk to help students process questions.
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

32. **T4: I encourage and expect students to provide correct and/or appropriate responses.**
Wait time allows adequate time for students to formulate a response. This does not always mean silence in the classroom. Examples include, but are not limited to, using strategies such as think-pair-share or turn-and-talk to help students process questions.
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.
-

Page 6

TEACH 5: Check for understanding and provide specific, academic feedback

33. **T5: I conduct a variety of checks for understanding that yield useful information at key points throughout the lesson.**

Checks for understanding should provide multiple ways for students to demonstrate their learning. Checks for understanding at key points occur at pivotal moments in the lesson and provide an accurate pulse of the class to determine whether or not a teacher can move forward in the lesson.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

34. **T5: When needed, I make real-time adjustments when needed to lesson pacing, student tasks and/or strategies, based on information from checks for understanding.**

Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

35. **T5: When needed, I address student misunderstandings in a manner that clarifies the process or concept.**

Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

36. **T5: I give specific academic feedback to communicate current progress and next steps to move forward.**

Specific academic feedback is feedback that supports a student in understanding a concept, process or skill, and allows students to identify how they can take action to modify their work or maintain quality. Academic feedback can be tailored to address the needs of the whole class, small grouper individual students. Feedback should be based on whole or small group trends, and/or individual needs.

Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

37. **T5: I provide academic feedback at key points throughout the lesson.**

Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

38. **T5: I provide structures for students to engage in peer review to give one another feedback that advances learning.**

Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

39. **T5: My students clarify misunderstandings for their classmates, when needed.**
For pre-kindergarten and kindergarten classrooms, it may not be developmentally appropriate for students to engage in peer review or to clarify misunderstandings for their classmates. Instead, pre-kindergarten and kindergarten teachers should model these descriptors for their students, and facilitate and scaffold relevant student conversations.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

Page 7

TEACH 6. Facilitate student-to-student interaction and academic talk

40. **T6: I provide multiple opportunities for student-to-student interaction.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

41. **T6: I set up structures for student collaboration, and they are effective at keeping students focused and productive with minimal teacher support.**
Collaboration among students can occur in pairs or in groups. Examples of structures for pairs or groups can include, but are not limited to, discussion protocols, assignment of clear roles and responsibilities for each group member, rubrics for effective group work and sentence stems to facilitate conversation.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

42. **T6: I ensure all student groups and/or pairings are strategic, purposeful and flexible, based on student characteristics.**
Examples include, but are not limited to, grouping students according to interest or academic performance level.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

43. **T6: In most student-to-student interactions, my students engage in discussions with their peers to make meaning of content or deepen their understanding.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

44. **T6: My students use academic talk and, when necessary, I consistently and appropriately supports students in speaking academically.**
Appropriately supporting students should include consideration of student age and grade level and sensitivity to cultural and learning needs.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

45. **T6: My students lead academic discussions with minimal teacher support.**
For pre-kindergarten and kindergarten classrooms, it may not be developmentally appropriate for students to lead academic discussions. Instead, student-led academic discussions will be heavily teacher facilitated, with significant scaffolding and teacher modeling
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

46. **T6: My students monitor their progress in group work and hold one another accountable for staying productive and on task**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

47. **T6: My students hold one another accountable for using academic talk, when needed.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

Page 8

TEACH 7. Implement routines to maximize instructional time

48. **T7: Students are only idle for very brief periods of time while waiting for me.**
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

49. **T7: Students demonstrate they generally know their responsibilities.**
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

50. **T7: Routines and procedures run smoothly with some prompting from me.**
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

51. **T7: Transitions are smooth with some direction from me.**
High expectations demonstrate the belief that all students can perform at high levels academically and behaviorally.
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

52. **T7: Students are never idle, even while I complete administrative tasks such as taking attendance or preparing materials.**
High expectations demonstrate the belief that all students can perform at high levels academically and behaviorally.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

53. **T7: Routines and procedures run smoothly with minimal or no prompting from me.**
High expectations demonstrate the belief that all students can perform at high levels academically and behaviorally.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

54. **T7: Students direct many of the transitions and routines.**
Teachers do not have to direct all transitions and routines in the classroom. Students can be chosen to direct transitions and routines while the teacher completes another task that supports maximizing instructional time. Examples include, but are not limited to, students collecting assignments, distributing materials or taking attendance.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

Page 9

TEACH 8: Build a positive, learning-focused classroom culture

55. **T8: I communicate high expectations for every student.**
High expectations demonstrate the belief that all students can perform at high levels academically and behaviorally.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

56. **T8: Interactions among between me and my students demonstrate a positive rapport and mutual respect.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

57. **T8: I value input from all students and ensures that students have opportunities to contribute equitably.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

58. **T8: My students take ownership of work and are active participants in classwork and discussions.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

59. **T8: My classroom is a safe community for all students to take on academic challenges and risk possible failure.**
Examples include, but are not limited to, students being eager to answer questions, feeling comfortable asking the teacher for help and not responding negatively when a peer answers a question incorrectly.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

60. **T8: My positive classroom culture is so well established that there is minimal need for teacher direction.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

61. **T8: My students take on academic leadership roles that promote learning.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

62. **T8: I have strong individual relationships with students.**
It is not an expectation that a teacher will have the same depth of relationship with all students.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

Page 10

TEACH 9. Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior

63. **T9: My high behavioral expectations are clear to students, and I consistently hold my students accountable for meeting those expectations.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

64. **T9: I promote and/ or reinforce positive behavior.**
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

65. **T9: Students exhibit occasional off-task behavior in the classroom and easily refocus with minimal prompting.**
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

66. **T9: When needed, I appropriately address, redirect, or deescalate student misbehavior or disruption in a manner that solves the issue.**
Teacher respects students' dignity and is sensitive to students' needs when addressing misbehavior.
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

67. **T9: When needed, I address behavioral issues with minimal interruption to instructional time.**
Mark only one oval.

- Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- Effective – I do this well and notice consistent positive effects on student learning.
- Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- Not Applicable – This does not apply to my work in school.

Teach Post Self-Assessment

68. **T9: My students exhibit rare or no off-task behavior in the classroom, and there is rarely, if any, need to refer to behavioral expectations.**
Off-task behavior may be present from a student with an applicable Functional Behavior Assessment (FBA) or a Behavior Intervention Plan (BIP). In these cases, a teacher would be observed adhering to the strategies and interventions outlined by the FBA or BIP. Off-task behavior is behavior that disrupts the learning of one-self or others.
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

69. **T9: My students self-manage behavior and monitor their peers, when needed.**
Mark only one oval.

- ◯ Ineffective – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- ◯ Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.
- ◯ Effective – I do this well and notice consistent positive effects on student learning.
- ◯ Highly Effective – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- ◯ Not Applicable – This does not apply to my work in school.

Page 11

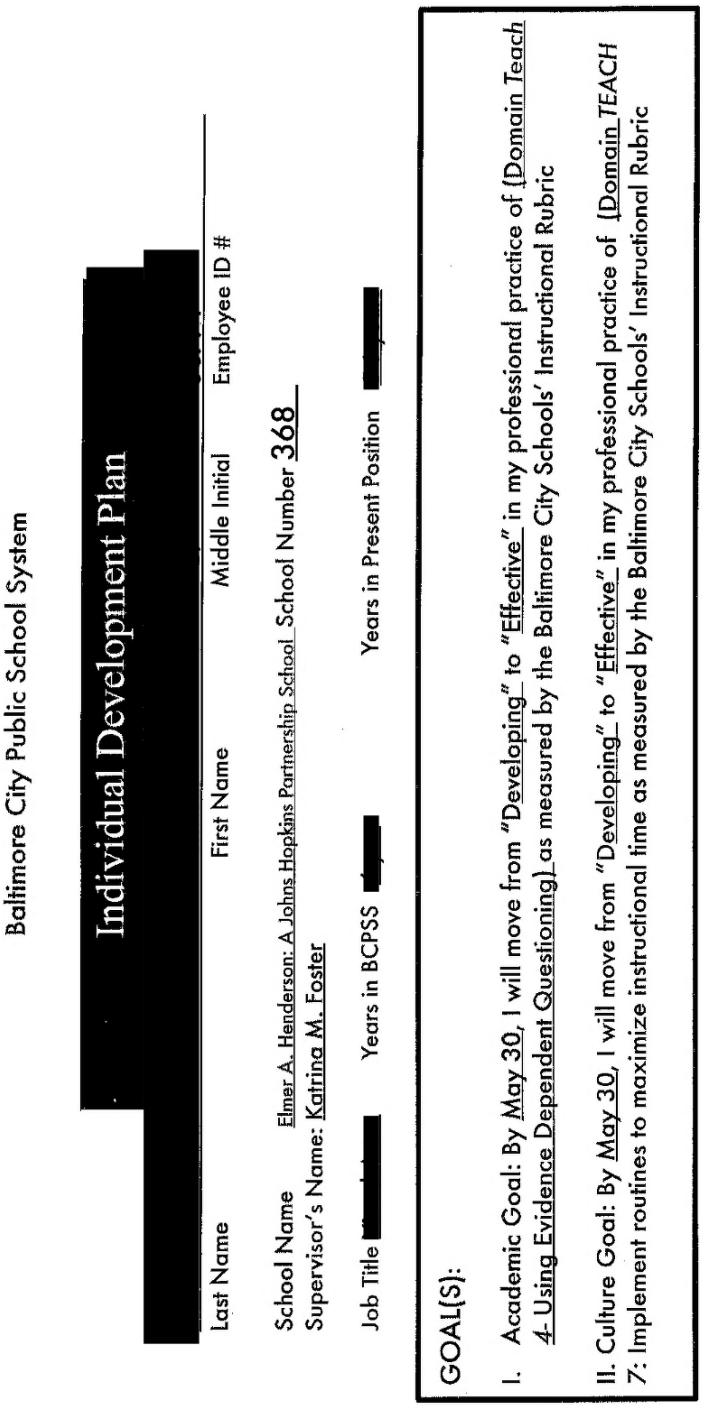
Teaching and Professional Development

Please provide honest feedback in response to the following questions.

70. **How has personalized PD programming at Henderson-Hopkins helped you teach effectively?**
Provide concrete details to support your answer.

71. **How can personalized PD programming at Henderson-Hopkins be improved?**
Provide concrete details to support your answer.

Appendix G: Sample Individual Development Plan



Baltimore City Public School System

Individual Development Plan

[redacted] First Name Middle Initial Employee ID #

Last Name

School Name Elmer A. Henderson: A Johns Hopkins Partnership School School Number 368

Supervisor's Name: Katrina M. Foster

Job Title [redacted] Years in BCPSS [redacted] Years in Present Position [redacted]

GOAL(S):

I. Academic Goal: By May 30, I will move from "Developing" to "Effective" in my professional practice of (Domain *Teach* 4- Using Evidence Dependent Questioning) as measured by the Baltimore City Schools' Instructional Rubric

II. Culture Goal: By May 30, I will move from "Developing" to "Effective" in my professional practice of (Domain *TEACH* 7: Implement routines to maximize instructional time as measured by the Baltimore City Schools' Instructional Rubric

Note: Indicate approved credit-bearing experiences with an *.

Activity	Timeline	Anticipated Credits	Observable Outcomes
I. Excellent Classroom Visit	Completed by 3/31/16	Cut PDP Plan	I. [redacted] visits a classroom of a Highly Effective BCPSS art teacher whose school is of a similar demographic (TBD) in order for that teacher to visually demonstrate strategies [redacted] can use in the classroom to inform (T4) evident dependent questioning and (T7) maximizing routines.
II. Coaching Mentor	ongoing SY 15-16		II. [redacted] works with Mrs. Dotson on our coaching plan to implement ongoing feedback to support [redacted] in areas of improvement (T4-9, with specific attention to 4&7)
III. Workshops	Completed by 3/20/15		III. (T4 & T7) • [redacted] participates in all Systemic PD's offered by BCPSS. • [redacted] also visits MAEA conference 10/16 • [redacted] goes to Chicago to NAEA conference March 17-19
IV. Book Study	Completed by 5/30/16		IV. Book Study [redacted] will read *Techniques of Close Reading, By Barry Brummett* and share how it pertains to (T4- Evident Dependent Questioning) in both the art room and in SFA. (SFA- clarifying information using evidence dependent questioning and supporting answers with examples from the text, and in Art- as it relates to CCSS reading a "text," wherein text is substituted with "artwork," students can go back and refer to the works of art in order to analyze, interpret or synthesize information).

Appendix H: Data Summary Matrix

Research Questions	Data Source(s)
R1. How have average observation scores changed from fall to spring for all teachers?	• Fall and Spring formal observation data from qualified observers based on City Schools' Instructional Rubric
R2. How have self-reflection ratings changed from fall to spring for all teachers?	• Pre and Post self-assessments from teachers based on the City Schools' Instructional Rubric
R3. Based on formal observation data, did teachers grow more from fall to spring in the Instructional Rubric areas where they participated in personalized PD than they did in the areas where they did not participate?	• Fall and Spring formal observation data from qualified observers based on City Schools' Instructional Rubric • Individual Development Plans (IDPs)
R4. Based on self-reflection data, did teachers grow more from fall to spring in the Instructional Rubric areas where they participated in personalized PD than they did in the areas where they did not participate?	• Pre and Post self-assessments from teachers based on the City Schools' Instructional Rubric • Individual Development Plans (IDPs)
R5. Did teachers have growth from their fall to spring formal observation ratings for the key actions in the Teach domain of the City Schools' Instructional Rubric?	• Spring formal observation data from qualified observers based on City Schools' Instructional Rubric
R6. Did teachers have self-reflection growth in the Teach domain based from pre to post self-assessment?	• Post self-assessments from teachers based on the City Schools' Instructional Rubric
R7. Did personalized PD support teacher goals and preferred presentation methods as outlined in their IDP?	• Individual Development Plans (IDP) • Personalized PD survey responses • Personalized PD open survey responses Post self-assessment open-responses

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Curriculum Vitae

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EDUCATION

Johns Hopkins University **Baltimore, Maryland** **2013-2017**
Doctor of Education, Entrepreneurial Leadership in Education
Dissertation Topic: *Building a 21st Century Professional Development School Community*

Johns Hopkins University **Baltimore, Maryland** **2010-2011**
Graduate Certificate, Administration and Supervision

Johns Hopkins University **Baltimore, Maryland** **2003-2005**
Masters of Arts, Teaching

Pepperdine University **Malibu, California** **1999-2003**
Bachelor of Arts, English, Writing and Rhetoric

WORK EXPERIENCE

Hampden Elem/Middle School **Baltimore, Maryland** **2017-Present**
INTERIM PRINCIPAL

- Direct the overall academic program for a prekindergarten-8th grade school with 400 students and 50 staff members
- Support the professional development, teacher evaluation, student discipline, program initiatives, team building, shared decision making programs and processes
- Collaborate with staff, families, and community stakeholders to support school-wide goals and objectives
- Lead a marketing and recruitment team to support an increase in enrollment for the upcoming school year
- Design school budget for the upcoming school year
- Ensure school activities are run according to state and federal laws for education
- Monitor academic development and growth of the students
- Conduct meetings with parents and teachers to discuss school policies and initiatives and resolve areas of concern
- Facilitate a safe, respectful, and organized learning environment

The Reengagement Center **Baltimore, Maryland** **2016-2017**
PROGRAM ADMINISTRATOR, PROJECT ACHIEVE

- Created the Project Achieve program model to provide personalized support for students enrolled in the Academy for College and Career Readiness (ACCE) to earn their high school diploma and transition into the workforce or into the college of their choice
- Identified program participants for Project Achieve using several data sources (i.e. class rank, progress reports, attendance data, student schedules, & transcripts)
- Developed personalized student achievement plans for ACCE Achievers

- Implemented Extended learning afterschool programming (including Twilight School, APEX courses, HSA Bridge projects) for ACCE Achievers
- Collaborated with the City Schools' Reengagement Center to reengage students who had demonstrated chronic absenteeism back into school
- Organized dual enrollment programming for selected high school seniors in partnership with the University of Baltimore
- Coordinated Internship opportunities coordinated for selected juniors and seniors in partnership with local businesses and non-profit organizations, DORS, and MOED

Henderson-Hopkins **Baltimore, Maryland** **2012-2016**
PRINCIPAL

Highly Effective Instruction

- Centralized instructional leadership and oversight with regards to classroom instruction, teacher performance and evaluation, and student achievement
- Organized micro- and macro-scheduling, standardized testing, purchasing, and professional development for staff
- Strengthened instructional support programming for teachers by assisting in planning, analyzing student data, co-teaching, coaching, and performing demonstration lessons
- Collaborated with a team of faculty members to develop and implement school improvement efforts
- Refined instructional systems and structures over the past 4 years to increase the number of students reading on or above grade level from 55% to 75% as measured by the Success for All Reading program
- Expanded academic achievement in science as measured by a 20% increase in MSA Science scores
- Instituted Gifted and Advanced Learning instructional programming for elementary and middle school students

Talented People

- Standardized the use of the Baltimore City Schools Instructional Framework and Rubric to complete all steps of the informal observation and formal evaluation cycle for teachers in all content areas
- Created a personalized professional development program for all teachers based on their goals as measured by the Baltimore City Schools Instructional Rubric
- Facilitated the successful transition from being a Title I targeted assistance school to a Title I school-wide school
- Launched a staff app and website to promote increased communication and organizational protocols for school faculty and staff
- Executed a strategic hiring plan to attract and recruit highly skilled teachers and staff to join the Henderson-Hopkins school team

Vision & Engagement

- Set and maintained a 96% school-wide attendance average for 4 years
- Earned PBIS gold recognition for establishing and promoting a positive school-wide climate and culture using the PBIS model
- Spearheaded the process for the school to receive a 5-year charter renewal by the Baltimore City Schools Board of School Commissioners
- Communicated with families on an ongoing basis to resolve conflicting

educational priorities and issues
- Pioneered the Henderson-Hopkins social media campaign to promote the to the broader Henderson-Hopkins community
- Received the Maryland Green School award incorporating green teaching into their classrooms and practicing green operations throughout the school
- Attained highly effective ratings in the Vision and Engagement domain of the Baltimore City Schools' School Effectiveness Report

Strategic Leadership
- Operated a $4 million-dollar annual school budget in partnership with the school's operator and board of directors
- Engineered the mid-year transition into the first newly constructed school facility in East Baltimore in over 25 years
- Leveraged partnerships with area colleges & universities, non-profit organizations, local and national foundations, government agencies, and faith-based groups to provide support and assistance to students, staff, families, and the broader East Baltimore community
- Attained highly effective ratings in the Strategic Leadership domain of the Baltimore City Schools' School Effectiveness Report
- Received a 99/100 rating on the Baltimore City Schools' School Performance Measure for the 2015-2016 school year

New Era Academy **Baltimore, Maryland** **2008-2012**
MIDDLE SCHOOL ADMINISTRATOR
- Directed the transformation of New Era Academy into a 6-12 college preparatory school by hiring middle school staff, recruiting students, and securing instructional supplies, materials, furniture, and equipment
- Organized the two-week student Summer Orientation program for incoming students
- Led a successful effort towards making significant gains (current average scores in the mid-70% range) on the Reading and Math MSA
- Designed and implemented the New Era Academy Family and Community Engagement plan, which included the addition of a Maryland Food Bank pantry, University of Baltimore Truancy court program, the formation of the New Era Academy PTO, and several mentoring partnerships with local business and civic leaders in the Cherry Hill community
- Executed all steps of discipline and SST process for middle school students
- Coordinated the after-school tutoring and enrichment program for middle school students
- Completed all steps of the observation and evaluation cycle for teachers in all content areas

New Era Academy **Baltimore, Maryland** **2007-2008**
INSTRUCTIONAL SUPPORT TEACHER
- Informally observed teachers and provided constructive, instructional feedback
- Collaborated weekly with mentees to assist in lesson planning and execution skills
- Performed learning walks to find and trouble-shoot school-wide patterns
- Organized professional development programming for teachers

Teach for America **Philadelphia, Pennsylvania** **Summer 2008**
CURRICULUM SPECIALIST
- Presented more than 30 sessions, taught to 90 Corps Members
- Observed 90 Corps Members over course of four weeks
- Created differentiated instructional sessions, specifically targeting subsets of Corps Members
- Worked with a team of Curriculum Specialists to trouble-shoot and create new sessions

Teach for America **Los Angeles, California** **Summer 2005**
CORPS MEMBER ADVISOR
- Provided on-going training and technical support to beginning teachers
- Observed and provided feedback to beginning teachers regarding instructional delivery, classroom management, diversity, and teaching as leadership
- Designed and implemented workshops as an English content team leader

Frederick Douglass High School **Baltimore, Maryland** **2003-2007**
ENGLISH TEACHER
- Joined the 2003 Teach for America Baltimore Corps
- Developed long-term unit plans and lesson plans for 9th grade English
- Organized several field trips commensurate with unit of study
- Designed and implemented a summer First Year Student orientation program
- Collaborated with other 9th grade teachers on cross-curricular projects
- Awarded Frederick Douglass High School Teacher of the Year for the 2004-2005 school year
- Secured over $4,000 in grants for books, field trips, and general classroom supplies
- Traveled to Japan for 3 weeks as a participant in the Japan Fulbright Memorial Fund Teacher Exchange program

GRADUATE TEACHING EXPERIENCE
- Coach, Digital Portfolio, Johns Hopkins University, School of Education, 2014-2015; 2015-2016
- Instructor, Supervised Internship and Seminar, Johns Hopkins University, School of Education, Fall 2011

CERTIFICATIONS
- Administration I & II Certification
- Advanced Professional Teacher Certification—Secondary English

MEDIA
- Henderson Hopkins School Is Now Open - Principal Katrina Foster Talks About Educational Expectations
- 40 Under 40: Katrina M. Foster
- Henderson-Hopkins East Baltimore's Newest School
- Baltimore Principal Shares Her Passion for Education with Her Students
- The Great East Baltimore Raze-And-Rebuild